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ABSTRACT

This document reports on a national meeting organized by the State Training Office in Arizona through the combined efforts of Mexican American Systems and the Office of Child Development. The emphasis of the meeting was to encourage implementation of bilingual-bicultural education for Chicanitos at early stages of their development. The first section of the report presents summaries of the activities of 19 small group workshops, with topics incorporating problems of the Chicano child, Mexican-American life style, teacher training, existing bilingual programs, and new approaches to bicultural education. The second part of the report lists the companies who exhibited their bilingual materials at the conference. An abstract bibliography of 20 relevant papers, and a bibliography of 34 textbooks concerned in various ways with bilingual education are included. The final section of the document includes preconference correspondence from government officials, educational administrators, and professors. Results of the workshop evaluations are listed, based on rating scales completed by all participants. The publicity generated by the conference is reviewed, as are initial indications of lasting effects of the meeting. (DP)

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NATIONAL CONFERENCE

EARLY CHILDHOOD EDUCATION AND THE CHICANITO

Pima Community College
Tucson, Arizona
August 3, 4, 5 - 1972

Edited By Rafael Chávez

State Training Office
Project Head Start
Pima Community College
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FOREWORD

In February 1969, President Nixon stated that "so critical is the matter of early growth that we must make a national commitment to provide all American children an opportunity for healthful and stimulating development during the first five years of life." Then in May 1972, the Director of the Office for Civil Rights followed with a new mandate to the nation's educators to meet the needs of Spanish-speaking and Spanish-surnamed pupils.

One significant change that has come about in the educational revolution of the last five or six years is the rediscovery of early childhood education. Truthfully, though, these developments have been paralleled with huge amounts of federal support. The important positive results from Project Head Start give practical support to the many findings that point to early childhood education as the optimum period for intellectual development. Enter at this point a new finding: that children who do not speak the national language learn more efficiently if they first learn the language through the use of their mother tongue.

With the thought in mind of developing a new thrust, that of bilingual-bicultural education in the early years of life, and keeping in mind the above statements, the State Training Office in Arizona, through the combined efforts of MAS (Mexican American Systems), and the Office of Child Development organized this national meeting. While most of the participants came from the Southwestern states, officials, educators, parents, and other interested individuals came from 21 states.

While all speakers were not necessarily in accord with the philosophies of the wide spectrum of listeners, the majority were well received by the some 700 participants. The greater portion of the conference was devoted to 50 small group workshops, but several general assembly reports are included in this summary. In addition to the wealth of talent that made presentations in the workshops, conference delegates were able to learn about some of the distributers and companies dealing in bilingual materials. The inevitable question then emerges: what happens now?

This report will cover generally, the findings in the three areas mentioned: workshops (including only a sampling of about half of the presentations), bilingual resources, and conference follow-through. I am grateful to all of the Pima College family, MAS members, and of course OCD for the opportunity to participate in such a meaningful growing and learning experience. Tony Lovato, Miguel Palacios, Dr. Ramon Garcia, Cecilia Sudia and Ned King have to be singled out for their assistance in compiling this report.

Rafael Chávez
State Training Office

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NOTE: Additional information concerning material covered in this report may be obtained by writing the Arizona Head Start Training Office at Pima Community College.

- CHAPTER I -

FIVE SESSIONS OF SMALL GROUP WORKSHOPS

TELEVISION AS A TEACHING TOOL - Dr. Juan Aragon

The Bilingual Children's Television Project will create a daily preschool bilingual television program to be carried nationally on both educational and commercial television stations. While the five one-hour programs per week will be appropriate for all children, the setting, problems, and daily situations will be directed to the Spanish-origin preschool child. The program will feature the most imaginative means for fostering the intellectual and cultural development of children. In addition, a training program will be developed concurrently with the television show to assist preschool and kindergarten teachers to utilize the show as a major instructional tool in the learning and readiness activities of children.

Nothing comparable to this approach exists in the industry. With a few exceptions, most other children's programming aims toward entertainment only. Children's Television Workshop, a pioneer in the field, has done much to fill the void in this area. Its major impetus has been to the preschool minority child in large urban areas. It has been intensively researched and is educational in nature. No national programs today, however, are oriented to a bilingual audience, nor is there a coordinated educational program for training teachers and other interested individuals.

Whenever possible the program will be linked with existing federal and state projects that encompass the preschool child, bilingual and bicultural goals, and community activities.

We will work in the communities to reach homes that otherwise might not view the program and to foster parent participation in the home. In this conjunction, methods and materials from the Parent/Child Toy Lending Library Program of the Far West Regional Laboratories will be used.

A parallel activity at all stages, in all levels and areas of the project, will be an internship for Spanish-origin minorities so that they will gain the necessary experience and knowledge to enter the communication industry.

The fundamental backdrop for the BC/TV will grow out of extensive examination and evaluation of contemporary knowledge, research and experimentation, and the technical tools which can be applied to the educational problems of Spanish-speaking children in this country.

Today, of the 12 million children between the ages of 3-5 years in the country, the majority do not attend school of any kind. This, despite the fact that current American education theory is based upon the assumption that earlier school experience will result in greater intellectual gain. This concept evolves from the work of Piaget, and has been synthesized by Hunt and Bloom.

The widespread reawakening of interest in the very young child has been stimulated by political decisions, social commentaries, enviromental mediation, research on intelligence, and new experiments in early learning. The initial work by the federal government in the Head Start and Follow Through programs has awakened the interest of professionals, parents, and lay persons to the durable possibilities of *early intervention* for added academic growth and development, as compared with short-sighted and expensive elementary and secondary compensatory education designed to repair preschool damage among the culturally different.

The significant fact emerging from all the research is that children from "underprivileged" environments deserve exposure to early interceptive programs that are specifically designed to fill that educational gap between the first stages of awareness and kindergarten.

Television has been fashioned into a miraculous instrument. The opportunity is at hand to turn the instrument to the best uses of American society, and to make it of new and increased service to the general public.

Bilingual Children's Television will honor the background and culture of the Spanish-speaking people in this country today. The philosophic rationale will celebrate the ethnic differences of the children and provide a positive foundation for the viewer's self-concept; it will incorporate the following principles:

1. The child is a person of great worth.

2. Children learn best when they are responsible for ordering their own environment.

3. Self-discovery motivates and excites learning.

4. Exploration is an important process for achieving adequate growth.

5. Adults can assist the child in organizing his world.

6. When children learn how to learn they become independent learners, more capable of making intelligent decisions.

The central concept upon which the program will be fashioned is based upon the following general goals:

1. To help children feel better about themselves;

2. To help children develop academic skills and problem-solving abilities.

The primary purpose of the proposed television series will be to attack, on a national and regional basis, the language difficulties and school readiness problems of Spanish-speaking three-, four- and five-year olds who will be the target group. Moreover, the child's own language will be the vehicle of instruction.

Nor will a bilingual children's program appeal only to Spanish-speaking people. With the exception of English, Spanish is spoken by more persons than any other language in the United States. In fact, Spanish is the principal language in the majority of countries in the Western Hemisphere. The ideals of Pan-Americanism and the general lessening of distance in the hemisphere and the world point to the necessity of accepting and learning other people's languages. Linguists agree also that the best time for a person to acquire a second language is when he is very young.

The program will capitalize on the diversity of people. Familiarity with another people's language and culture will help to assuage ethnic tensions in our society. The possibilities of introducing the Puerto Rican, Mexican-American, and Cuban culture to the rest of American children via television are tremendously exciting.

The program will use the latest developments in the fields of animation, music, puppets and muppets, storybook characters, myths, fantasies, games, films, dance and song. Each of these elements will be interwoven with the elements of the Spanish-speaking culture through such daily routines of the home as family life, barrio life, friends, relatives and service personnel.

There will be a major link with various preschool, kindergarten and first-grade programs throughout the country to assist in making the program available and relevant for actual classroom use. There also will be intensive teacher-training models to assist this classroom program.

Another major branch of the project will be a direct community and home plan along the lines of Home Start. Community workers will be trained not only to set up neighborhood viewing centers with attendant activities but who also will go directly into homes and help parents with their children's learning.

Methods and materials from the Parent/Child Toy Lending Library Program developed by the Far West Regional Laboratories will be used and we also envision the production of books, records, games and follow-up activities for home, child care centers and schools.

The initial operation of Bilingual Children's Television will have three phases:

Phase I - Organization and Data Gathering

The activities will include the areas of administration, educati... production, research and promotion, and will cover a six-month period. Primarily, this will be an organizational and data-gathering time. The groundwork must be laid during the final two months of this time, however, for the development of the program, the promotion, the teacher training model, and the curriculum materials, on a model or pilot basis.

Phase II - Model Implementation

This six-month period will be based on the results of Phase I, and will be devoted to the production of model series programs for the testing, evaluation and refinement in five key cities, geographically distributed across the nation.

Included also will be the attendent activities of reseach, teacher training, intern hiring, promotion, and curriculum development at a rate commensurate with the production and testing of the program.

Phase III - Implementation

This phase will build on the activities of Phase II, but will encompass a pilot series that will be presented in ten key cities. The program still will be on a model or experimental basis. This last phase will cover a six-month period. At the end of Phase III, and 18 months of planning, development and pre-national implementation, the program will be ready for national distribution and implementation tentatively scheduled for the Fall 1973.

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REACHING THE SMALL CHILD IN HIS NATIVE LANGUAGE - Cecilio Orozco

Present schooling methods have blocked the door for proper English usage by Mexican-American children, but understanding teachers hold the key to success, educators at Pima Community College were told.

"You don't have to wait to read in English to begin your development in concept. Teachers that taught printing in the first grade did wrong. Instead of teaching a child to print first, start them off at once by writing in cursive to avoid confusion. As the child goes on he will learn to read and write in printing with the textbooks. Printing is not necessarily good. If you don't teach a child the strokes it does not lead to cursive writing. In one of the second grade schools in Silver City the children were writing stories in Spanish so they could learn to read concepts. The parents were concerned on what to do before the children started chool. The answer was for the parents to read stories to them in Spanish."

A teacher that was to teach Spanish in a bilingual class twenty minutes a day told the regular teacher to teach math concepts. She told her if she had two exercises that she would do one in Spanish and for her to do the other in English to see how well the kids understood them.

Dr. Orozco condemned some English teachers. He said that they got the kids the first day of school and violated the basic rules of teaching reading. That teacher takes the class list and baptizes every one of them. After twelve years of school the Chicanito is pronouncing his or her name with an Anglo accent, and that same teacher demands that they pronounce her name right.

"If you are going to teach kids Spanish, teach them the correct Spanish, but understand his. If you can't understand it, accept his. You'll destroy him if you don't accept his."

A NEW APPROACH IN BILINGUAL EDUCATION THROUGH MUSIC - Arturo Preciado

By involving his audience Mr. Preciado illustrated, teaching a child to distinquish his right hand from his left, by using music and rhythm. He uses this little exercise with his children for the fun and physical education part of it.

Mr. Preciado made use of an album "A Taste of Education", by Eddie Cano, Volume 1, for his demonstration.

He then went on to enumerate the advantages in the contents of the album. Perfect pronunciation of words orally and written on the jacket. Words to the songs with translations for the teacher. He feels it is important for the teacher to know what the words mean and exactly how they are pronounced so that a good teacher-student relationship develops. It is important for the Chicanito to recognize his language when an Anglo teacher is trying to speak Spanish. A child could get "turned off" by a teacher "trying" to speak Spanish. Rapport with the youngster is established through this idea of the teacher speaking the language correctly. He also mentioned that getting away from the curriculum is to the child's advantage, and also said that, that is, what's so good about Head Start, NO CURRICULUM to follow in teaching methods. Teaching a child to count to be done by pretending it's a game. The songs sung in Spanish and English help give the child confidence, to contribute something to the class, since he knows either language better than the other.

Preciado feels rhythm and coordination is important to learning. Mannerisms are developed from rhythm and coordination.

He pointed out similarities in writing Spanish and English words, such as "importante - important", "necesario - necessary", "actor - actor". Participants were told to show cards with words written on them pointing out similarities and comparison in spelling.

There is a real opportunity to learn through music. Methods in which the use of music, colors, an overhead projector and overlays capture a child's attention in the classroom.

Educational concepts can be taught through music, such as alphabet, numbers, days of the week, family identification. Pronunciation of words in records is very precise in Spanish and English so that the child will repeat what he hears.

Expressing an opinion, Mr. Preciado stated that a child should move from classroom to classroom and teacher to teacher in elementary school, before junior high and high school, so that a child will be taught by specialists in certain subjects, and so that the child does not spend all day, everyday of the school year, with the same teacher. Mr. Preciado feels attendance would go up, if the child is given variety. He also feels that only good and the best teachers are needed in Head Start.

"Use a song with pictures. Education has to be fun. I was looking for something that would turn my kids on. In one year I had cut my own record. First thing, the beat turns them on. Listen, the sound, it's our beat, it's Chicano beat. It TURNS YOU ON. This can be education you learn everyday."

Preciado urged that programs use the equipment schools have. "Use the overhead, draw pictures, and teach them the parts of the head. Make them familiar with both Spanish and English."

"What a wonderful thing it would be if we could teach teachers to MOTIVATE."

A STUDY ON BILINGUAL BICULTURAL DAY CARE CHILD DEVELOPMENT PROGRAMS FOR CHICANITOS - Elia Duran

Mrs. Duran stressed the importance of the day care center being an extension of the home.

"This is important for any child especially for the Chicano child. When he doesn't see anything in class that is familiar to him from home, the child becomes depressed and also becomes slow at learning and understanding. Non-Chicano educators then call Chicanitos disadvantaged for not being able to learn at the same rate as Anglo children.

"What they (Anglos) do not understand is that it is hard for the Chicanito to learn in an atmosphere that is strictly Anglo, where he has no influence of the Chicano culture."

She also explained the deficit theory or newly developed models with definite influence of the deficit theory. These models have received the bulk of funding for minority children. Yet this program does not deal with the problems of the Chicano; he is still considered as "disadvantaged". Until there is a program which deals with important things that really matter and include the culture of the Chicano, then the child will be able to learn and understand at a faster rate.

"In kindergarten, care should be taken in the introduction of English to the child in the form of songs, stories and numbers. Never try to teach the child English with the intent of changing his language. Also to introduce materials that are part of another culture, but never try to change the child's culture.

"The important thing to remember is that a good day care center is one that must convey a sense of belonging, and the center should also be an extension of the home. Non-Chicano educators and administrators do not see the importance of these factors mentioned, but to Chicano parents it is of great importance. Factors such as these become important because it guarantees the welfare of the Chicano child."

THE MAS CURRICULUM OUTLINE MODEL - Gilbert Lopez

The MAS Curriculum Outline was devised May 29, 1970, in Washington, D.C. MAS (Mexican American System), a Policy Forum to the Office of Child Development, United State Department of Health, Education, and Welfare, is comprised of thirty Chicano representatives from throughout the United States, with expertise in parent involvement, community development, early childhood education, day care, bilingual/bicultural education, curriculum development, staff training, social services, reseach, vocational rehabilitation, migrant education, and related fields. MAS, whose objectives are to review existing and proposed bilingual programs for the Office of Child Development, and to provide the vehicle to conduct reseach, serves as an advocate for the Chicano community involved in child development programs by bringing the problems encountered by the communities to the attention of the agencies which fund child devleopment programs. In addition, MAS offers technical assistance and guidance to community groups interested in providing child development programs to the Chicano child. The Office of Child Development granted MAS permanent status. MAS meets once a year, with the executive board convening on a regular basis.

DEFINITION OF BILINGUAL/BICULTURAL EDUCATION

Bilingual/Bicultural education is the use of two languages, one of which is English, as a medium of instruction. Both languages and both cultures must be used and reinforced as teaching techniques for the same pupil population, in a well organized program, which encompasses all aspects of the curriculum. The program at all times should be relevant to the Chicano.

Before curriculum can be devised, the needs of the child should be assessed and a curriculum developed in order to meet such needs. The needs for the Chicano child can be assessed thusly.

1. Low income level of the Chicano.
2. Low educational attainment of the Chicano.
3. High drop out rate in high school for the Chicano.
4. Low percentage of Chicano college graduates.

Educational objectives for the Chicano child in Child Development programs:

1. To develop self-awareness.
2. To develop a positive self-image.
3. To develop an awareness of/and an identification with, for both the Indian-Mexican-Hispanic culture and the Anglo culture.
4. To develop knowledge of similarities and differences of the various cultures.
5. To develop and enhance the child's potential to contribute in the Indian-Mexican-Hispanic culture and the Anglo culture.
6. To emphasize positively the home experiences in the school environment.
7. To develop sensory, perceptual-motor skills and cognitive skills.
8. To develop language skills in Spanish and English:
   a. Pre-reading
   b. Speaking
   c. Pre-writing
   d. Listening
9. To experience regular successes.
10. To have the parents continue as model figures for their children.

IMPLEMENTATION

1. To develop self awareness
   A. Body Awareness
   B. Awareness of Feelings

2. To develop a positive self-image.
   A. Child should have a daily success experience as a Chicano.
   B. Child should realize his value and his impact as a bilingual/ bicultureal child in daily experiences.
   C. Room environment should reflect the Mexican American and Anglo culture.
   D. Integration of the Chicano child's family food into the nutrition program.
   E. Use of Spanish in reading materials, stories, games, finger

F. Implementation through use of songs, games, fingerplays, stories, art activities, singing games, etc. from both the Chicano culture and the Anglo cultures.

3. Awareness of/and identification with, regular involvement for both the Indian-Mexican-Hispanic culture and the Anglo culture.
   A. Implementation through pictures, books, art and music activities, etc. for both the Indian-Mexican-Hispanic culture and the Anglo culture.
   B. Room environment should reflect the Chicano culture and the Anglo culture.
   C. Integration of the Chicano child's food into the nutrition program.
   D. The many contributions of the Indian-Mexican-Hispanic culture should be implemented.
      1. The Spanish language (geographic names, everyday language, etc.)
      2. Contributions in the cattle industry.
      3. Contributions in architecture.
   E. Celebration of holidays of the child's home culture.
      1. Dia de La Raza (October 12 and Columbus Day)
      2. 16 de Septiembre (Mexican Independence Day)
      3. Dia de los Muertos (October 30) and Halloween

4. To develop knowledge of similarities and differences of various cultures.
   A. Reading materials, folk-lore, music, art, games, fingerplays, costumes of various cultures.
   B. Celebrating holidays of various cultures studied.
   C. Contributions of the various cultures studied.
   D. Integration of foods of various cultures into the nutrition program.

5. To develop and enhance the child's potential to contribute in the Indian-Mexican-Hispanic culture and the Anglo culture.

6. To emphasize positively the home experiences into the school environment.

7. To develop sensory, perceptual-motor skills, and cognitive skills.

8. To develop language skills in Spanish and English.
   A. Start at the level at which the child experiences success, then begin to guide him toward more challenging tasks so that he can begin to risk and take his own direction.
   B. Expand reality through encouragement of verbal expression in English and/or Spanish or colloquialism of the local area.
   C. Encourage discussion groups with total individual response with one another, the choice of verbal or non-verbal expression of feelings must be respected by the teacher and other children.

D. The teacher must be a speaking (bilingually) and listening tool.
E. Expand the child's language toward a working language of both languages and awareness of similarities and differences in both languages.

9. To develop regular successes.

   Through recognition, praise, reinforcement and respect of the child's language and culture.

10. To have the parent continue as a model figure for the child.
    A. Express respect for the child's home through positive teacher-child-parent interaction.
    B. Parent involvement in the program on policy and decision making of the program.
    C. By regular home visits.
    D. By using parent as a teacher in the classroom.
    E. Reinforcement of parents as figures of authority.

The presence of a Chicano bilingual/bicultural teacher responsible for the daily program as stated in this curriculum model is necessary in all classrooms having Spanish speaking children.

THE CHILD DEVELOPMENT CENTER ENVIRONMENT - Sonia Brieno and Pat Ho'o

A "warmer" environment in the classroom - one very similar to the environment of the child's home: this should be upmost in all of your minds.

What about decorations in the classroom? We do not want to have just one model, like a sombrero. Include many symbols of the Chicano culture in the class. These can be: by using calendarios, zarapes and pictures of the child and of the child's family.

Mrs. Ho'o stressed the fact that parents of the child must continue to be the "model" and "authority" figure. She pointed out that in too many cases the teacher takes the authority from the parents.

From this the parent and child experience confusion and both want to accept the teacher as the authority figure. The child still needs his parent and this causes a conflict at a very early age. This is very damaging to the child. That is why parent participation and having pictures of the child's family in the classroom are very important. This reinforces the parent as being the model and authority figure of the child.

In play areas they would like to see other symbols of the culture, such as molcajetes, palates and clay dough. This way the child is learning by these things in relation to his culture. The molcajete is used to grind chile. Palotes are used in rolling out tortillas.

A discussion on different foods that could be planted and grown in a garden at the center covered the topic of science in a child development program. Some of the examples that were given are: ahuacates, camotes, chile, cilantro, verdolagas, and yerbabuena. Children can help prepare these foods and then all can participate in eating. What they will not be able to prepare themselves they can take home and have their parents prepare for them.

Mrs. Ho'o also suggested that in migrant camps, children should plant what their parents pick and also what the children themselves pick out in the fields.

Music, reading, books and instruments as used by Mexicans, was the concluding topic. Mexican records are very useful in learning of the culture and should be available in the center. For reading books, it was suggested any book in Spanish, but not books which are translations. Translations tend to misinform the readers. They give the impression of the Mexican being either fat and lazy or as being a bandito.

The speakers concluded that these symbols of the culture, such as decoration, science, food, music and reading materials are very important in reassuring the Chicano child that his culture is a rich one and a culture to be proud of. Many times the schools misinform children and they become ashamed of their heritage and nationality.

The child begins to think that he is inferior and he comes to accept the fact that his own complexion, in many cases his speech is different, therefore is inferior. That is why he has to be reassured over and over that his culture is rich, real and valuable.

A UNIQUE EFFORT IN GUADALAJARA, MEXICO: PIMA COLLEGE AND ARIZONA HEAD START TEACHER TRAINING - Adalberto Guerrero, Rene Lizarraga, Nellie Rubalcava, Amada Valencia, Thelma Lopez, Mary Parra

Professor Guerrero, one of the authors of the *"Invisible Minority"* report and a special consultant in this Arizona Head Start training project, made some opening comments before introducing five participants who had just returned from a five-week summer institute in Mexico. The five paraprofessionals had joined another twenty-five teachers who came from college, secondary and elementary experience, thus becoming the first pre-school

staff members to attend the intensive courses in Spanish and Teaching Techniques. Besides the class work, Head Start staffers were able to visit and learn from the "Jardines de Ninos" or "Guarderías Infantiles" of pre-school operations in that large Mexican city. Upon returning to their Arizona programs, the small select group had three missions: (1) develop and initiate bilingual curricula in their respective area, (2) develop and disseminate authentic materials for such a program, and (3) conduct training sessions around the state's Head Start communities. The following represents a part of their presentation which includes background and need for such a program, motivation through story telling, games as educational experiences, creative activities, and music.

Sería obvio tratar de repetir a Uds., la importancia tan enorme que tiene la educación de los ninos. Es decir, el jardín de infantes, constituye el primer escalón de esa verticalidad que es la enseñanza en realidad su misma base. A elconcurre el niño en su segunda infancia, donde lo recibimos nosotros en su primer contacto con el mundo exterior, y así nos constituimos en intermediarios para su incersión del mismo.

En verdad un mundo tan extraño al de su hogar, desde lo humano a lo físico que habrá de presentarsele enormemente rico en nuevos contactos con forzosas situaciones y, a cada paso en renovadas adquisiciones.

Así a primera vista, ya aparece y resalta la responsabilidad innegable de nuestras instituciones. Ese conjunto sencillo y sumamente agradable con que se le presenta; esa base tan humilde será sin embargo decisiva en el papel que juegue today su vida posterior. Es suficientemente conocida hoy la importancia trascendental que tienen los años preescolares en la vida del hombre, pues se consolidan en ellos su futuro equilibrio emocional y salud mental. Es entonces cuando, en relación con el resultado de las primeras experiencias sociales, adquirirá las bases de repuestas futuras en el forzoso contacto con los demás, lo cual constituye la vida interactuante social. Es en los años preescolares cuando cimentaremos las actitudes impresindibles de aceptación y adaptación al mundo cambiante y progresista en que le corresponderá vivir, con todas las probabilidades de ser más complejo aun que el presente.

Mauco dijo: "Los primeros sentimientos del niño, las primeras emociones de su sensibilidad, son las que desarrollan y condicionan su ulterior. De ellos depende no solamente los rasgos de su responsabilidad y carácter, sino también los de su inteligencia e incluso los de su salud física." Aunque con lamentable frecuencia se ignora, sobre todo que los cuatro o cinco primeros años de la existencia del niño son decisivos en este aspecto.

Y aun mas importante en el presente, es la demanda muda que nuestra sociedad pide; me refiero a la educación bilingüe, esa necesidad tan enorme

de la que el hombre no goza todavía, pero que, a través de los años se dará cuenta del tesoro que posee y entonces sera de gran utilidad para la humanidad, es decir para ... nuestros ciudadanos. La educación bilingüe debe de principiarse desde la infancia, que es cuando el niño por primera vez asiste a una institución educativa. Cuando este logre pasar a sus estudios primarios ya tendrá un gran avance en Español e Inglés y así doblará sus conocimientos.

Gradualmente se enriquecerá de sabiduría logrando finalmente ser un hombre de provecho para servir a la humanidad y a sí mismo. De ahí la importancia que representa para padres y maestros el programa bilingüe de "Head Start", pues este ampliará los horizontes, preparando al niño para un futuro brillante y para una evolución mas tenue, es decir mas blanda, mas comprensiva, mas hermosa.

MOTIVACIÓN POR MEDIO DEL CUENTO

En nuestras experiencias de educadores, nos hemos dado cuenta de la enorme ayuda que tenemos en nuestra labor por medio del cuento y la diversidad de medios con que contamos para narrarlo: cuentos adquirridos en las librerias, dibujos, laminas, gigñol, dramatizaciones y gimples narraciones.

Como ya sabemos, el cuento para los niños de Jardines, o como dicemos aquí: Head Start, debe ser lleno de acción, que los acontecimientos sean en consecuencia, lógica natural, y sencilla, que trate de asuntos familiares por el niño, que despierte el amor a la naturaleza.

La técnica moderna del cuento quiere que demos mediante ellos, conocimientos de la realidad de la vida, proporcionando felicidad y formando sus experiencias y dando expreciones creativas.

A continuación voy a dar, por medio del cuento, un ejemplo como al niño se le puede enseñar la realidad de sus dos naciones.

"Pepita Y Sus Dos Naciones"

Este es un cuento de un niño que no está muy contento porque su mamá le dice que tiene que ir a México (un lugar en cual nunca había estado) a visitar a su abuelita en sus días de vacacion. Pero al fin el niño va a conocer ese lugar y cuando regresa a su casa en los Estados Unidos Americanos llega lleno de enthusiasmo y curiosidad y lleno de alegría con muchas preguntas a su mamá.

POEMA

Los Estados Unidos es la patria mía
el lugar en que vivo hoy
Cual conozco desde muy chiquilla
Y en donde muy contenta la estoy

Pero mi raza es mexicana
de México en donde mis padres nacieron
Y a los dos les tengo el amor del alma
Y a los dos con todo mi ser quiero

Vivo en los Estados Unidos Americanos
Pero a mi México no olvido
Ciudadana americana soy
Pero mexicano siempre he sido
Y también a Mexico el amor y respeto doy

TOCANTE LA MÚSICA

La musica es muy grata al niño, el cual se inclina hacía ella con evidente placer.

Su gran valor estético y formativo ha sido ampliamente comprendido por el jardin de infantes donde esta actividad, esencialmente perceptiva no solo iniciara al niño mediante un proceso de desarrollo natural en la comprensión de los ritmos y el desenvolvimiento de sus aptitudes musicales, sino que le permitira satisfacer su imperiosa necesidad de manifestarse con libertad y emoción.

La actividad musical del jardin comprende dos aspectos: rítmica y canto.

Hablaremos de la rítmica: La caracteristica mas notable, inherente a la infancia es el movimiento. El niño nunca está quieto. Corre, salta, se cae, se pone de pie, llora, calla, mueve las manos, la boca, el cuerpo, un juguete, hasta que lo vence la fatiga, descansa y en solución de continuidad vuelve a comenzar el ciclo.

En el jardín de niños se contemplan dos formas de ritmos: El primero que comprende los movimientos, ejercicios y juegos rítmicos, danzas y dramatizaciones de cuentos y trozos musicales y el segundo que emplea el conjunto de instrumentos musicales y de facil manejo, ejm.: triangulos campanitas, panderos, maderas, sonajas, etc.

La selección de instrumentos debe ser muy cuidadosa. Deben de ser de buena calidad para producir con exactitud sencillas series de tonos y permitirle al niño apreciar cualidades diferentes en los instrumentos de percusion. Deben de ser instrumentos seleccionados, no grandes, o pesados que exijen una excesiva habilidad manual. La iniciativa de la educadora tiene mucho que ver con los elementos de desperdicio como, corcholatas de agua purificada, pedasos de madera u otras cosas que puede emplear como instrumentos.

El niño va formando conciencia de los sonidos desde pequeño oyendo gustoso las antiguas canciones de cuna. Mas adelante es el mismo niño

quien empieza a balbuciarlas, tararearlas, o cantarlas. En el Jardín de Niños, se empieza su ejercitación rítmica-musical.

El niño puede y debe cantar con o sin acompañamiento; en la sala de música, en el parque, etc. Lo hará individualmente o en grupo, desarrollando su gusto por oir musica y cantar.

Las canciones infantiles deben reunir las siguientes condiciones:

1. Responder a las necesidades e intereses de los niños.
2. Su letra será clara, de valor poético.
3. El acompanamiento sencillo.
4. Letra y música forman un conjunto simétrico claro, y preciso.

CANCIONES

Ronda de amor

Una ronda de amor y ternura
compañero te invito a formar
porque se que al unir nuestras manos
nuestras almas tambien se unirán.

Si los niños del mundo pudieran
una ronda muy grande formar
sus manitas unidas con fuerza
nos traerían la ventura y la paz.

Mi cara es morena

Mi cara es morena
morena de sol
Jalisco es la tierra
donde nací yo.

Dicen que mis manos
son de maravilla
cuando yo acaricio
el barro y la arcilla
cuando tocan los mariachis
me pongo luego a bailar
y con mis graciosos huaraches
yo se muy bien zapatear.

TUCSON SCHOOL DISTRICT'S TITLE VII PROGRAM - Edward L. Madrid

The project director for this completely bilingual program in Arizona grabbed the attention of his audience with a color slide presentation which had a theme of "children find love and learning in a natural bilingual environment". He covered in detail areas of the project including staff training, bilingual materials, Home Task Scheme, and Teaching Techniques. One of the big annual events that blossoms out of this project is a beautiful and colorful "Ballet Folklorico Infantil" which includes children dancing the native Mexican numbers before throngs of Tucson citizens.

The Bilingual-Bicultural Project, now in its third year, is a five year demonstration program funded by the Elementary and Secondary Education Act, Title VII, and District Number One to study the effects of bilingual education in enhancing the positive educational attitude of families living in the south side of the City of Tucson and in the Town of South Tucson - a mixed scene of urban redevelopment, low-income housing projects, and well-kept modest individual homes. New construction, low-cost public housing, run-down dilapidated dwellings, middle-income businesses exist side by side. In this area lives an urban population composed of Mexican-Americans, Negroes, Anglos, and Indian families with the Mexican-Americans outnumbering all other groups.

For some time Mexican-American educators and many others have felt a strong definite and critical need for an instructional program designed specifically for children who originate in a Spanish-speaking environment.

These people have been aware for many years that Mexican-American children start school with a decided handicap in that they rely almost exclusively on the Spanish language. They fall behind their classmates in the first grade, and each passing year finds them farther behind.

Statistics present a revealing picture concerning Mexican-Americans and the educational system. Approximately 50 percent of Mexican-American high school students drop out before they graduate. The 1960 Census showed that the average grade level completed by Mexican-Americans was 8.1 years as opposed to 10.2 years for Negroes and 12.0 years for Anglo-Americans.

The 1960 Census showed some other appalling figures for the Mexican-American adult. The figures indicate that roughly 75 percent were engaged in some type of manual labor, that only 5 percent were in a profession and that the rest, 20 percent, were semi-skilled and skilled workers.

It is apparent that drastic changes have to be made in our educational programs before this minority group can take its rightful place in American society.

It was in response to this obvious need that Tucson Public School District One initiated a Bilingual-Bicultural Program in two of its

elementary schools during the school year of 1969-70.

LOS PROPOSITOS PRINCIPALES DE ESTE PROYECTO SON:

1. El desarrollo de las dos lenguas - Español e Inglés.
2. El desarrollo intelectual.
3. El desarrollo en el niño de un concepto positivo de sí mismo.
4. El conocimiento de dos culturas - la Americana y la Mexicana.
5. La participación de los padres y de la comunidad.

THE MAIN OBJECTIVES OF THIS PROJECT ARE:

1. The development of the language processes in both Spanish and English.
2. The improvement of cognitive functioning.
3. The development of the child's positive self-concept.
4. The understanding of the two cultures - The Mexican and the American culture.
5. The involvement of parents and the community.

THE PPOJECT IS COMPOSED OF SIX COMPONENTS:

1. Pre-Kindergarten (3 and 4 year olds).
2. Kindergarten.
3. First Grade.
4. Second Grade.
5. Third Grade.
6. Parents.

There is a total of 670 children participating in this program.

THERE ARE A TOTAL OF 48 PROFESSIONAL STAFF AND OTHER PERSONNEL TO CARRY OUT THE PROGRAM. BOTH SCHOOLS ARE MATCHED AS MUCH AS POSSIBLE AS FAR AS THE INSTRUCTIONAL APPROACH, THE BILINGUAL MATERIALS, AND THE PERSONNEL ARE CONCERNED. AT BOTH SCHOOLS THERE ARE:

1. Two pre-kindergarten teachers and two aides to serve 120 children (15 children come to school with their mothers once a week on Monday, Tuesday, Wednesday, or Thursday).
2. Two kindergarten teachers and three aides to serve 100 children.
3. Six first grade teachers, each has an aide, to serve 150 children.
4. Four second grade teachers, each has an aide, to serve 145 children.
5. Five third grade teachers, each has an aide, to serve 155 children.
6. Two community aides which serve as liaison between the home and the school.

In addition to the instructional staff, the two principals, an evaluator, two secretaries, an office secretary, and a program coordinator make up the program staff. All are bilingual!

THE NATION'S FIRST COMPREHENSIVE STATE BILINGUAL LAW - Ernest Mazzone

In 1968 a Spanish-speaking community worker named Sister Francis Georgia, observing certain children "visibly roaming the streets" of Boston, conducted a door-to-door survey in a Puerto Rican section of the city. Of the 350 Spanish-speaking school-aged children she found, 65 per cent had never registered in school; many others rarely attended or had dropped out.

At about the same time, leaders from Boston's poverty communities formed a "Task Force on Children out of School" to investigate the way the school system dealt with poor children generally. Among other things, the task force found that as many as half of Boston's estimated 10,000 Spanish-speaking school children were not in school. Between 1965 and 1969 only four Puerto Rican students graduated from Boston high schools.

Three years later, through the efforts of Sister Francis Georgia, community leader Alex Rodriguez, the Boston task force, and two key legislators, Education Committee Chairman Michael Daly and House Speaker David Barley, Massachusetts passed the nation's first comprehensive state bilingual education law.

The law declares that classes conducted exclusively in English are "inadequate" for the education of children whose native tongue is another language and that bilingual education programs are necessary "to ensure equal educational opportunity to every child". Massachusetts thus became the first state to ***require*** school districts to provide bilingual programs for children whose first language is not English. (Other states including New York, California, Illinois, and Texas have laws *permitting* local school districts to provide bilingual programs.) The law calls for the use of both a child's native language and English as mediums of instruction and for the teaching of history and culture associated with a child's native language. It authorizes state expenditures of up to $4 million a year to help districts meet any extra costs of bilingual education.

The Massachusetts law is a carefully constructed and innovative piece of legislation that hopefully will stimulate legislative efforts elsewhere. Indeed, because the federal Bilingual Education Act has been so underfunded - "Congress has been appropriating drops," notes Senator Walter Mondale, "when showers or even downpours are needed" - there is a critical need for state legislation and funding in areas where there are substantial numbers of Puerto Rican, Chicano, Indian, and other non-English-speaking children. The U.S. Office of Education estimates that five million children attending public schools "speak a language other than English in their homes and neighborhoods." And increasing evidence reveals the almost total failure of our monolingual, monocultural school systems to provide for these children's educational needs.

Mr. Mazzone put great emphasis on parent involvement. Parent involvement is essential, as they are involved in the planning, implementing and evaluation of the program. Parents, as of next year, will have say whether or not programs are passed. No program is passed without the Parent's Advisory Council consent.

In September, 100 cities and towns with twenty or more children (bilingual) had to have the program in effect under penalty of law. Law provides for school-age children (also pre-school programs); 1973 will mandate pre-school programs. The bill also provides training programs for parents of students to be able to evaluate and be "watch guards" over the program.

Among regulations for Transitional Bilingual Education pursuant to Chapter 71A, Acts of 1971, are the following:

> For the 1973-1974 school year and thereafter, each school committee shall conduct a census not later than March 1 of each year, of the number of children of limited English speaking ability resident in the district. Such census shall count children resident in the district both in and out of school. In making such census the school committees shall seek the assistance and cooperation of agencies, organizations or community groups, public or private, which have access to or information about children of limited English speaking ability resident in the district. Every effort shall be made to keep the census current.
>
> The costs of instruction, training and support, including the cost of Transitional Bilingual Education personnel, materials and equipment, tuition, intradistrict transportation, and consultant services, of children in Transitional Bilingual Education classes under Chapter 71A, shall, for the amount by which such costs exceed the average per pupil expenditure of the school district for the education of children of comparable age, be reimbursed by the Commonwealth. Such reimbursement shall be made only after approval and certification by the Bureau of Transitional Bilingual Education that funds for Transitional Bilingual Education personnel, materials and equipment, tuition, intra-district transportation and consultant services were actually expended and that Transitional Bilingual Education classes have met the standards and requirements prescribed by the Act and the regulations.
>
> An extra cost figure from 250 dollars to 500 dollars per pupil is considered reasonable for reimbursement under the Transitional Bilingual Act. Extra cost figures in excess of 500 dollars per pupil may be reimbursable under the Act. Considerations justifying extra per pupil cost expenditures in excess of 500 dollars will include planning costs of Transitional Bilingual Education programs, newness of programs, rapid expansion of existing programs, curriculum development, and material acquisition.
>
> The costs of tuition for teachers or teacher's aide training programs, when the teacher or teacher's aide will teach or

aide in teaching the Transitional Bilingual Education program in the following semester or school year shall be reimbursable up to an amount not exceeding 5 percent of the total reimbursable costs under this Act.

Programs in Transitional Bilingual Education shall mean a full-time program of instruction (1) in all those courses or subject which a child is required by law to receive and which are required by the child's school district in the native language of the children of limited English speaking ability who are enrolled in the program and in English; (2) in the reading and writing of the native language of the children of the program and in the aural comprehension, speaking, reading and writing of English, and (3) in the history and culture of the country, territory or geographic area which is the native land of the parents of children of limited English speaking ability who are enrolled in the program and in the history and culture of the United States.

Instruction in courses of subjects included in a program of Transitional Bilingual Education which are not mandatory may be given in a language other than English. In those courses or subjects in which verbalization is not essential to an understanding of the subject matter, including but not necessarily limited to art, music and physical education, children of limited English speaking ability shall participate fully with their English speaking contemporaries in the regular public school classes provided for said subjects. Each school committee of every city, town or school district shall ensure to children enrolled in a program in Transitional Bilingual Education practical and meaningful opportunity to participate fully in the extra-curricular activities of the regular public schools in the school district. Programs in Transitional Bilingual Education shall be located in regular public school rather than separate facilities, unless such location is shown to be not feasible and is approved by the Bureau of Transitional Bilingual Education.

Every school-age child of limited English speaking ability not enrolled in existing private school systems shall be enrolled and participate in the program in Transitional Bilingual Education for a period of three years or until such time as he achieves a level of English language skills which will enable him to perform successfully in classes in which instruction is given only in English, whichever shall first occur. A child of limited English speaking ability enrolled in a program of Transitional Bilingual Education may, in the

discretion of the school committee and subject to the approval of the child's parent or legal guardian, be continued in that program for a period longer than three years.

The maximum student-teacher ratio shall be 15:1, except that the student-teacher ratio may be 20:1 where a native speaking teacher's aide is assigned to a Transitional Bilingual Education class, or a non-native speaking teacher's aide is assigned to a Transitional Bilingual Education class taught by a native speaker of the primary language of the children enrolled in the Transitional Bilingual Education program.

Children enrolled in programs in Transitional Bilingual Education shall be taught the history and culture of their own background and the history and culture of the United States and to draw upon and balance both. Instruction in history and culture shall not stress memorization but knowledge which will encourage a student to keep and respect his own heritage and drawn upon and understand the American way of life.

It is highly recommended that school districts utilize full or part time native-speaking community coordinators who shall act as liaison between the school district and the parents of children of limited English speaking ability and visit the homes of the children in order to exchange information about the Transitional Bilingual Education program.

Preschool or summer school Transitional Bilingual Education programs shall comply with the statutory definition of Transitional Bilingual Education, except that such preschool or summer Transitional Bilingual Education programs may be full or part time.

For the 1973-74 school year and thereafter, each school district operating a Transitional Bilingual Education program shall establish a Parent Advisory Committee (PAC) on Transitional Bilingual Education. The Parent Advisory Committee shall be comprised of parents of children of limited English speaking ability enrolled in Transitional Bilingual Education programs. The Parent Advisory Committee shall have at least 5 members, including one or more representatives from every language group in which Transitional Bilingual Education is conducted in the district. Members of the Parent Advisory Committee shall be selected in a manner which fairly represents the views or parents of children in Transitional Bilingual Education programs.

After the 1972-73 school year, no plan shall be approved under this Act which has not been submitted in advance to the chairman and each member of the Parent Advisory Committee.

CHICANO CULTURAL HIGHLIGHTS AND HISTORICAL PERSPECTIVES (IN TWO PARTS)
Dr. Jose M. Burruel

I have just returned from an extensive tour of Mexico City, its surrounding countryside, and the Oaxaca Valley in Southwestern Mexico.

I shall not bore you with the circumstances that brought about my study trip. Rather, I shall focus on the topic at hand because after my delivery I should appreciate audience participation - questions as well as statements.

Let me begin by telling you that prior to my trip I had a very positive self concept of myself because I knew the origin of my cultural roots, but only from second-hand information - from my mother and other relatives. This is as it should be because, as most of us know, if you permit me to generalize, that in spite of our sophisticated educational institutions, most learning, setting of self concepts, values, behavioral patterns, attitudes, etc. takes place in the home.

If it appears that I am placing the blame for the failure of an institution or institutions - a particular entiety and specifically the home, to meet the educational needs of our Mexican-American children, let me categorically dispell that inference immediately.

There are too many variables to test before we can definitely place the blame on the home, the parents, or the Mexican American or Chicano Culture. Rather, I should like to take the position that Dr. Thomas Carter takes in his book entitled *"Mexican Americans in School: A History of Educational Neglect"*. Read it sometime, if you haven't already done so. You'll find that it definitely is a hell of an indictment of our educational institutions. In his book, Carter advocates the re-writing of text books and curriculum guides so that text and guides reflect the culture of the Mexican American. Further Dr. Carter blames us all in general and educational institutions for our failure to accomodate and to form positive self concepts in Mexican-American people - especially the young.

During my trip throughout those parts of Mexico that I visited, I asked many questions of people from all walks of life. I found in them one congruent thought with our emerging Mexican-American population. Ya se les "lleno el buche" or they've had it up to here.

Since Luis Echeverria's innaguration, three of his chauffeurs have been murdered in attempts on the President's life. The army has been increased by five times its original number. Further, in the city of Oaxaca we were told that a whole army garrison had been brought to supplement the existing one, because the day prior to our arrival five bombs had been planted. Fortunately, all of the bombs were found. "Los de abajo" or the emerging populations are restless and angry; what troubles me greatly is that anger manifests itself in deviant behavior. Moreover, if I interpret the voice of our youngsters here in the states, their feelings, attitudes toward the status quo also reflects

anger, hostility and restlessness. Even the symbolic Chicano handshake can be found as far south as the Oaxaca Valley.

Couple what I have just told you with the startling statistics that Mexico's population growth pattern is 3.5% and their national gross product is 7.2%. Statistics on our Chicano population I believe are not available, but we do have the median age of the four most prominant groups in the Southwestern United States; according to the latest statistics available from the President's Cabinet Committee: Anglos have a median age of between 33 and 34 years; Blacks have a median age of 24+, and Mexican-American 18.1. Those of us that have been snickering at the concept of Aztlan had better re-assess, re-interpret, re-evaluate, re-examine this concept and make up our minds whether the process of change will be peaceful or otherwise. Mind you I'm not an advocate of destruction nor am I one to threaten; this is an "I-told-you-so" section of my speech. But should any of you want to test the veracity of my statements, then I suggest that you start communicating with the young and realistically interpret their feeling, attitudes, values, etc. This is part of our new culture. This is the culture of "no te dejes", "ya basta", etc. etc.

One of the facets that I gleaned from my experience in Mexico during the last month is what I have just reported to you. However, I should re-interpret for you the thought that presists in my mind concerning my observations. Many natives of Mexico are searching for identity; most all of them know their culture and, hence, they have very positive images of themselves. Here in the United States almost all of our Chicano youngsters are in search for identity. Here again I can only infer from my past experience and more than casual observations during my twenty three years as an educator. To be sure, there are some Chicano or Mexican American people who have excellent self concepts and, therefore, no identity problems. Yet from any objective prespective a search for improvement is always in order. Lastly, the problems are similar in both countries: a thrust for upward mobility, deprivation, a need for re-location of resources, re-distribution of power, and re-examining and re-setting of priorities on the part of those in power and the Chicano's search for identity and positive self image. All of this is part of our present culture, yet according to historians we study history in order to utilize the experiences of the past so that we may better the present and future. It, therefore, appears appropriate to infer that a search into our cultural past would likewise benefit the Chicano.

From an identity or self image point of view I have already told you that I have very positive cultural concepts of myself, but I must say that those four weeks in Mexico certainly quadrupled my views, values and attitudes about our "Raza".

After visiting San Juan Teotihuacán, marveling at those tremendous structures that were built without modern technology (the wheel, pulleys, tool steel, computers, etc. etc.) you begin to realize that our culture has deep seated roots that are eternally etched in history and anthropology. Nowhere in the northern part of the western hemisphere do you find the richness of culture that is ours. When you contemplate the fact that those

structures must have taken at least two hundred years each to build, you have to marvel not only at their school systems, their method of keeping records, their knowledge of mathematics, science, technology (in the ancient sense), astronomy, medicine, etc. you must realize that we indeed have much to be thankful that we have a legacy of our own and of much to be proud.

In spite of the vastness of San Juan Teotihuacán and the centers of culture of Mexico City, my favorite center of culture has to be the Valley of Oaxaca. No, Oaxaca doesn't come close to Mexico City in night life, swinging sites, population, centers of interest, and everything that is unique to Mexico City. Mexico City is universally recognized as the most cosmopolitan of all cities of the world. You'll find pieces of art without equal anywhere in the world. Some of the world's greatest art pieces that disappeared during World War II have been found in Mexico City. Further, they say that within an hour to an hour and a half drive from Mexico City you can find close to 11,000 ruins. Some date as far back as 600 B.C. Some of these ruins have not yet been uncovered although it is known they exist because of the mounds and because of archeological identification.

The method and manner of transportation is unique only to Mexico City. They have the most modern metro or subway system (better than New York City's) to the most archaic and also the cheapest.

In contrast to Mexico City's outstanding transportation system Oaxaca has an auto and bus network and is assessable via rail and air.

Oaxaca, I said is my favorite center of interest. Why? Simply because of two ruins: Mitla and Monte Alban.

Mitla, in spite of dating back to 700 B.C. still remains as one of the greatest architectual, engineering, and construction feat of all ages. Mitla, according to archeologists, has no scientific rival. I have not seen the Taj Mahal, but I doubt that the Taj Mahal is earthquake proof, has been tested by earth tremors and has withstood the test of all of the elements.

Monte Alban - is Monte Alban. Again, the reason why it is one of my favorites is because only maybe an eighth of the ruins have been uncovered, yet one tomb yielded jewelry that is valued at $2,000,000 in gold alone. I'm certain that artistically and from a cultural point of view, a value cannot be placed on the relics that came from tomb number seven.

Should you visit any of these ruins you will find pieces of pottery, sculpture, and the usual that is associated with ruins. In addition to the historical and cultural value of both cities there is classical as well as native ballet folklorico - and I'm not talking only about the Ballet Folklorico that comes to the states. That Folklorico is for the gringos and the agringados. I would strongly urge that those of you that have any kind of a connection with the Chicanito must go to at least one of those centers of culture.

Oaxaca has the Galigetza - the Galigetza has no rival as some of you that have visited Oaxaca know. How can I describe the uniqueness, the most exotic dances, costumes, songs, bands and etc. that are associated with the Galigetza?

These two centers of culture that I have mentioned - Mexico City and Oaxaca - have no rival in the western hemisphere. I would even venture to say that their civilization rivaled ours prior to their syphillization by the Spaniards. Yes, we Chicanos have deep cultural roots in the past of which we can be proud. The problem that you and I have to face up to now is the how. How do we penetrate into the system so that curriculum modifications can be expected and so that these modifications include the contributions of our ancient past.

You think Chicanos are interested in Greek and Roman mythology? Yes, we are but which is of more value to our Chicano youngsters as far as identity and self concept is concerned? I'll leave that value judgement to you.

Perhaps I'm just pipe dreaming, but we educators, parents, friends and all people concerned with the upward mobility of the Mexican-American must demand that these historical and cultural facts be placed in their proper perspective.

We Chicanos not only have a past be we have a future. We must insist as I mentioned previously that all facets of our history and culture permeate all areas of the curriculum. Before we do that I am herewith proposing that we rise up together in a common effort of accountability in all segments of the Mexican-American community and that accountability first of all involves each individual that is interested in changing all aspects that involved social behavior. I strongly urge that all segments of the Chicano populace, after thoroughly assessing the dilemma, involve themselves in formulating a design or a plan that has both short and long range objectives that must be met if we are to solve all problems that pertain to the youth. I cannot over emphasize preplanning before initiating action, any action.

I think that we have articulated the problem from all vantages. The predominant society knows our problem. From the problem that we have identified innumerable times, statistically identifible variables can definitely be isolated, and solved. But, we need a plan. A plan such as the one that Dr. Eugene A. Marin designed - the plan that we now see operable in the Southwest Council of La Raza.

Nosotros nos necesitamos unos a los otros - y si nó nos unimos nos seguirán persiguiendo (quisiera usar otra palabra pero hay damas y cabelleros presente) - ustedes comprenden.

Por Mi Raza hablará el espíritu!

Some questions and discussion that followed include:

What are the possibilities of organizing a bicultural, bilingual group on a nationwide basis for an exhange of information?

General possibilities were discussed.

What is Chicano culture?

Dr. Burruel gave examples of athletes, movie stars, historical figures. He also talked about the fact that history does not record accomplishments.

A discussion then followed of what are the alternatives we can choose from violence. Non-violence and a need for unity, also more need for communication between all cultures. The problem lies in the media of information. We must work toward positive alternatives. We should not complain but look for remedies: construct, not destroy.

PART TWO

Jose Martinez, Oscar Uribe

It was decided to begin discussion in English in order to better communicate.

The group was divided into three smaller groups. Thirteen suggestions were brought up. The groups were brought back together. Conclusion: Who will teach these children? Should they be taught at home or in school? A conclusion: The children should be taught in school by Mexican- American teachers.

I. History for the Chicanito

A. Parents must have input. How much should be related to historical background?
B. The parents have been left out too long in teaching their children.
C. Who can teach them?

II. Quotations on present education.

A. "We are all Americans".
B. "There is one language to be taught, English".
C. "The children shouldn't be taught the history of the Mexican people".

III. Group suggestions brought up.

1. The way history must be approached.
2. What children should be taught before pre-school.
3. Less emphasis should be made on leading Chicano children in front of Anglos.
4. Know studies of history.
5. Chicano history should be comparative.
6. Chicano historians should use more non-written historical events.
7. We advocate the use of discrepancy technique.
8. Should know the different boundaries of civilization (especially ours).
9. Should all know about our history so we can relay it to our children.
10. Should be specific in what is taught to children about history.
11. We as fathers should teach the culture and history.
12. Must teach our present history to those who teach our history so they can get our view points.
13. Should not give false points to teachers.

TEACHER TRAINING TECHNIQUES - Cecilia Suarez, Pat Ho'o

(Two of the MAS leaders, Pat Ho'o and Cecilia Suarez, have been involved for several years in training programs for pre-school staff members through the Western Region. In their workshop presentation, the two educators gave detailed explanation of the innovative UCLA teacher training programs.)

UCLA CHICANO STUDIES

Bilingual-bicultural Education for the Young Chicano Child-XL Spanish 157 A.

Description: A general introduction to bilingual-bicultural education for the Chicano in Early Childhood. Theoretical background for bilingual-bicultural education. Analysis of educational philosophies and practices concerning the Chicano child in early childhood.

Objectives of the course for the student:

1. Familiarity with various philosophies of bilingual-bicultural education.
2. Understanding of the major theories on the education of the Chicano.
3. Familiarity with the research on bilingual-bicultural education.
4. Knowledge of bilingual-bicultural programs for the Chicano in early childhood.
5. To develop a Chicano perspective for the Chicano Head Start child.

Course content:

1. The education of the Chicano child.
   a. Are Chicanos ahistorical?
   b. Cultural determinism.
   c. Racism and Chicano.
   d. Education research on the Chicano.
   e. The myth of the culture of poverty.
   f. Cognitive learning styles of the Chicano.

2. Early Childhood education and the Chicano

3. Research on bilingual-bicultural education.

4. Historical perspective on bilingual-bicultural education.

5. Implications for the teaching of the Chicano in early childhood.

Teaching strategies for bilingual-bicultural education in early childhood.

COURSE OBJECTIVES:

1. Knowledge of bilingual-bicultural instructional strategies.
2. Ability to implement bilingual-bicultural instructional strategies in a Head Start program.
3. Understanding of the various types of bilingual-bicultural programs.

COURSE CONTENT:

1. Development of curriculum goals.
2. Overview of bilingual-bicultural education.
   a. Definition of bilingual-bicultural education.
   b. Description of good bilingual-bicultural education in early childhood.
3. Room environment in a bilingual-bicultural setting.
4. Language development theories in bilingual-bicultural education.
5. Literatura infantil.
   a. Literature
   b. Folk-lore
      1. Cuentos
      2. Adivinanzas
      3. Fingerplays
      4. Poesía
6. Música.
   a. Traditional
   b. Contemporary
   c. Folk-dances
   d. Singing and group games

7. Instructional methods for cognitive development.
   a. Cognitive development in a bilingual-bicultural setting.
   b. Cognitive learning styles.
8. Foods.
9. Historical Perspective
   a. Chicano heroes
   b. Holidays
10. Various bilingual-bicultural programs

MAS PHILOSOPHY

The need for an organization such as MAS is self-evident, because it is during the Early Childhood years that Chicanitos develop an awareness of their environment. The home provides a positive surrounding for the Chicanito, utilizing his rich culture and language. Traditionally, Early Childhood philosophies in this country however have negated the child's culture and have obliterated his language.

Therefore, a major goal of MAS is to assist the Chicano child and his family to maintain and support the home environment in Early Childhood development programs.

Early Childhood development programs serving the Chicano child must:

A. Build on the strengths of the Chicano family life style. This means the child's language and culture.
B. Maintain the home language of the child.
C. Teach the child both English and Spanish and colloquisms.
D. Be organized with the primary responsibility and decisions being made by the parents of the children in the program.
E. Staffing patterns of programs serving Chicanitos must reflect the enrollment of the children at all levels.

MAS Strongly Opposes:

1. Curriculum models used in early childhood education based on the culturally deprived, culturally disadvantaged, linguistically handicapped, or assimilation through integration theories which are currently being used.
2. The teaching of any language as superior to another.
3. Program relegating minimal responsibility to parents of children thus taking away parent control of programs that affect their children.
4. Programs that are only bilingual - they must be bicultural as well.
5. Programs dominated by non-Chicanos that are serving Chicano children, with Chicano staff serving in positions of little or no authority to make policy.
6. Research done on Chicanos must be done by Chicanos who advocate the positive strengths of the Chicano family thus eliminating the intervention approach.

CONCLUSION: Get more Chicanos in school; help them, and keep them.

HERENCIA EDUCACIONAL DE CULTURA INDIGENA - Juan Hernandez

In a vivid description tracing the deep roots of Mexican Americans, the speaker told his audience that the Chicano system is deeply rooted from a religious cult. Further explanations included the following.

Educational system: Pemochilton families clustered into clans. Twenty clans formed temochas = temochas system of education. Telpochealli, wise old men, administered temochas. The temocha had a council of leaders, and these chose a speaker to represent them to the first ruler. Speakers elect the first ruler.

Each temocha had a temple (calmecas) , an institution of high learning which included schools of art, literature and dance. These schools helped to form and develop individuals as persons.

The boys' education was supervised by the fathers, and girls by mothers. Parents acted as models for the children, instilling two basic ideas: 1) self control through discipline, and 2) self knowledge through parental advise.

Education was compulsory for every age. Three major things were expected of the student, to speak well and learn grammar, to memorize the divine songs, and to interpret dreams and develop abstract thought.

In 1930-40 the foundation was essentially Mexican. It had four missions set forth in Mexico: to improve living conditions, to improve economic conditions, to improve housing, and to campaign against social evils. They held as goals the creation of society free from social slavery, poverty and superstition.

The 16th century monks established the first true bilingual school. References cited were: *"Burning Water"*, Sewette Sejoume, and *"Aztec Thought and Culture"*, by Miguel Leon Portilla.

During the session Hernandez stressed two major points. First he presented material that will focus on the educational heritage of the Mexican culture. The second is that the people together will examine that heritage from the ancient culture and try to get some idea as to what factors in that ancient educational system might be applied to the education of Chicano children.

He showed the organization of the educational system of Tenochsteclan. Included was a look at the early childhood education of the Nahowa children. The Nahowas were a tribe in Mexico at the time of the Spaniards. He followed this with some explanation on the nature of studies offered by the educational system in ancient Mexico. Also a brief comparison was made between Mexico's modern educational system and the old.

Juan said that he had an idea that the Chicano functions according to values and ways of behavior that the Nahowas set in motion. But the Spanish conquest disrupted that way of life, destroying it. The Mexican revolutions delayed the process, but we still function in the ways that were set up by

Nahowas. In the daily life of the Nahowas, religion played a big role. Religion brought the realization of man and also to the ancient philosophers of Mexico man. According to the philosophers, man is a union of opposites (fire/water, life/death, body/soul). The old ones, the teachers, said creation was only through a union of opposites and expressed these concepts with such terms as burning-water, flowering-stone, smoking-mirror, serpent-woman, son-eagle, feather-serpent. These terms were applied to various forms of Azteca, to the Mexican god Ometeyo.

UN CONTRASTE ANALÍTICO ENTRE LAS CONSONANTES INGLESE Y LAS CONSONANTES ESPAÑOLAS (NEW SOUNDS OF THE ENGLISH CONSONANTS) - Maria Luisa Nagore

In 1961 Mrs. Nagore began to work with the Spanish speaker who wanted to learn English. As her work continued she found that many had trouble with sounds and pronouncing these sounds. She wanted to find the reasons why these sounds were so difficult to pronounce. One basic reason for this problem was that the immigrants came from areas where education was very limited. It was hard for an adult to return to school and learn a new language. There is a consonant shift from Spanish to English, and a change in the position of the tongue.

A woman asked if we use different muscles to speak Spanish, with that Mrs. Nagore answered, "No, we don't use different muscles. They're the same muscles. You don't develop an extra finger because you make tortillas, do you?"

In English, voiced and unvoiced sounds determine what the ending of your past tense is going to be. Using her book, ***"New Sounds of the English Consonants"***, she involved her listeners by showing examples and drills from the book.

It is important to the Spanish speaker learning English, to feel vibrations and the force of breath, to understand a voice sound and voiceless sound.

English is an explosive language and Spanish is a soft language. Proof of this theory is done by holding the hand in front of the mouth and feeling the air shoot out from the mouth when saying, "Put the pencil on the paper", and "Ponga la pluma en el papel".

The Spanish speaker has the tendency to pronounce an "e" before the "s", because of the fact that there is a vowel before the "s" in the Spanish language. Example: stay - estar; school - escuela; star - estrella; student - estudiante. Because a student cannot pronounce these words in English without adding the vowel "e" before the word, an instructor or teacher must assure him that there isn't anything wrong with him, but

point out that it is just a new sound he is not familiar with. The student must realize that language learning is a comparative analysis and must be worked a step at a time.

Mrs. Nagore said that mispronounciation is caused because of the different placement of the tongue.

The "r" in Spanish and English are very different in the position of the tongue. "S" before two consonants. Screen, stream, straw, screw-driver, which includes the practice of "s" and "r". Pushing the sound of "r" and drilling, introduces the combination of "wr" to student, as used in wreck.

The new sound that the Spanish speaker has most trouble with, is the "sh" sound. The reason why? Because "sh" is not even written in the Spanish dictionary. This sound is not used very much in the Spanish language, but may come up once in awhile in Indian words that are not used often. A Spanish speaker pronounces "sh" as "ch".

Mrs. Nagore went on to compare voiced and unvoiced sounds and stressed that practice and drilling exercises in pronunciation insure learning of the English language. She also feels that by using a picture of diagrams of tongue and mouth positions helps in explaining how the sound is formed.

Mrs. Nagore was asked how the use of diagrams could help a three year old child? She said that a child is not given as much credit as he should be given. A child is quick to learn and can grasp and contain new sounds by drilling, so a child can be shown a picture and he gets an idea of how the sound is made. The method of teaching a child new sounds, shown in Mrs. Nagore's book is not the only method, but a guide to the beginning of a foundation in teaching the English language to a Spanish speaking child. Mrs. Nagore continued that a teacher can later develop his own little tricks in teaching the child, if the child does not respond to the method in the book.

COLORADO MIGRANT COUNCIL'S PRE-SCHOOL PROJECT - Manuel Escamila

The Colorado Migrant Council's child care center was one of a handful of such programs throughout the nation singled out by the federal government as an exemplary center.

The guiding force in CMC's child development operation is Dr. Leonard Mestas, a nationally recognized early childhood specialist. When he and the CMC leadership speak about migrant children, their voices have the ring of experience hard come by and the added lustre of their words being based on deeds - strong childrens' programs and a wealth of materials produced originally for those children.

Two of the products that have blossomed out of this leadership, *"Seguro Que Si!"* and *"Que Voy a Ser?"* were featured presentations during this national conference. As expected, the two were the subject of considerable commendation and conversation.

Manuel Escamilla, the writer of both publications, presented both workshops, with all conference participants receiving a copy of *"Que Voy a Ser?" (What Shall I Be ?)* while they lasted. This effectively illustrated career education story book lists some twenty occupations or future areas of possible employment that may interest the small child. The opening asks the child what he thinks may become of his life, and tells him that it may be difficult to choose. "But this little book wants to be your pal to help you decide - you'll have lots of fun with this book". Dr. Mestas' introduction says that the philosophy of the CMC is included in the book. "Instead of using classroom Spanish, this story booklet uses the Spanish of the North, Chicano Spanish. To develop pride in culture and to develop a strong self-image, Chicano children must have materials written using the language of the children. Then as they begin going to school, the classroom Spanish can be taught to them.

Ticher

Para ser ticher se necesita ser abusado y
querer a los muchachitos.
Los tichers siempre hacen preguntas:"Jose,"
"Que estas haciendo, dime cuantos son dos
y dos?"
"Dos y don son cuatro."
Jose sabe mucho.

Padrecito

Yo soy padre de una iglesia. Dios es mi
patrón.
Yo hago lo que él me dice y trato de
ayudar a los que van a misa.

A completely and clearly explained curriculum manual, *"Seguro Que Si!"* is written in Spanish and developed for the state wide Head Start programs. Both author Escamilla and Dr. Mestas believe that to develop bilingual-bicultural children you teach them by building a strong foundation in their primary language first.

A complete listing of the contents includes:

CONTENIDO

Objetivo de este manual ... Manual Objectives
Concepto de sí mismo ... Self Image
Desarrollo del lenguaje ... Developing Language

Desarrollo de varios conceptos ... Developing Concepts
Limpieza ... Cleanliness
Educación física ... Physical Education
Exámenes físicos y dentales ... Medical and Dental Examinations
Visitas a las casas ... Home visits
Juntas para los padres ... Parents' Meetings
Horas de almuerzo y comida ... Breakfast and Lunch Time
Planeación para los maestros (as) ... Planning by Teachers
Como arreglar un salón ... Room Arrangement
Centros de enseñanza ... Interest Centers
Como agrupar ... Grouping
Como modelar ... Modeling
Participación de los niños ... Childrens' Participation
Respuestas de los niños ... Childrens' Answers
Felicitaciones y elogios ... Acknowledgements and Reinforcement
Como terminar una actividad y cambio de lecciones ...
How to Conclude an Activity and Changing Lessons
Días de campo ... Field trips
Viajes cortos ... Short Trips
Como enseñar ciertas actividades, juegos, cuentos ... Teaching
Certain Activities, Games and Stories
Concepto de los juguetes y los juegos ... Games and Toys
Instrucciones para las canciones del suroeste y bailes ...
Instructions for songs of the Southwest and Dances
Introducción a la Primera Unidad ... Unit One Introduction
Primera Unidad y cinco lecciones ... Unit One - Five Lessons
Segunda Unidad y cinco lecciones ... Unit Two - Five Lessons
Tercera Unidad y cinco lecciones ... Unit Three - Five Lessons
Diccionario ... Dictionary

A sample of a one unit lesson found in the manual follows:

UNIDAD 1

CUARTA LECCIÓN

Objectivo: Desarrollo del lenguaje; buenos modales.
Materiales: Ninguno.
Procedimiento: Maestro: "Buenos días _____." Los niños deben contestar: "Buenos días maestro (a)." Cada niño en el grupo debe de participar.

Objetivo: Concepto del color rojo.
Materiales: Tarjetas rojas con los nombres de los niños.
Procedimiento: El maestro reparte las tarjetas y llama a los niños (a cada uno de ellos) por su nombre para que levanten la mano e identifiquen su nombre, y para que el profesor les prenda la tarjeta en la camisa (o la blusa).

Objetivo: Reproducir sonidos al son de la música.
Materiales: Tocadiscos, discos, palitos rítmicos, títeres de mano y banderillas.
Procedimiento: El maestro toca un disco y muestra con uno de los objetos como moverlo al son de la música. Cuando la musica termine, el niño dejará de hacer esa actividad.

Objetivo: Concepto de sí mismo. Las partes del cuerpo.
Materiales: Retratos de niños y niñas.
Procedimiento: El maestro enseña un retrato y pregunta: " Es un muchacho o una muchacha?" Esto se hace con tres (3) o cuatro (4) retratos. " Cuantos ojos tiene esta niña?" "Tiene dos." " Cuantas narices tiene este niño?" "Tiene una nariz." "Ahora diganme, se visten igual el muchacho y la muchacha?" " Quien me puede decir por que no se visten igual?" "Que ropa tiene la niña, y que ropa tiene el muchachito." Los niños contestaran como puedan, pero si es posible, ayúdelos a que contesten en oraciones completas.

Objetivo: Desarrollo de musculos pequeños con el concepto del color rojo.
Materiales: Recortes de ropa para vestir, figuras de niños y niñas, goma para pegar los recortes y cartulina para pegarlos.
Procedimiento: El maestro les da a los niños un pedazo de cartulina rojo, mencionando el color rojo. Se les da una figura de un niño o niña y recortes de ropa para pegarlos en la figura (en la cartulina). Luego se les da la gomo de pegar y se les pregunta: " Saben que es ésto?" "Es goma para pegar los recortes en la cartulina roja." Se les muestra a los niños cuanta goma se tiene que usar. También se les muestra como pegar los recortes en la cartulina, y si es necesario, el profesor debe pegar una figura para darles a los niños una idéa de como hacerlo.

Objetivo: Desarrollo del concepto del sentido físico.
Materiales: Perfume y tarjetas de diferentes colores.
Procedimiento: El maestro les unta perfume o colonia a los niños y les pregunta: " Como te sientes oliendo a este perfume?" A cada niño se le pregunta lo mismo y se les da oportunidad de contestar. Luego se les enseñan tarjetas de varios colores. El maestro apunta a un color y pregunta: " Como te sientes cuando ves este color?" Luego se anima a los niños a que hagan expresiones o gestos con la cara: " Que gestos haces cuando tu mamá no te deja jugar, Manuel?" " Que caras haces cuando alguien te dá dinero, Rafael?" " Como te ves cuando estas enojada, Sonia?"

Objetivo:	Desarrollo de varios conceptos y habilidades; todo junto (educación física).
Materiales:	Ninguno.
Procedimiento:	Incluyendo a todos los niños y niñas se hacen ejercicios; (referirse a los ejercicios de educación física).
Objetivo:	Desarrollo de músculos pequeños.
Materiales:	El valero mas fácil, uno para cada niño.
Procedimiento:	Los niños forman un grupo y el profesor les enseña como echar el valero en el palito.
Objetivo:	Enseñar el concepto de "grande" y "chico".
Materiales:	Cuento de "grande" y "chico".
Procedimiento:	El maestro les cuenta el cuento de "grande" y "chico" mientras los niños estran acostados, listos para dormirse. Mientras cuenta el cuento, pone énfasis en las palabras de "grande" y "chico".

CUCAMONGA I.S.D. (CALIFORNIA) BILINGUAL-BICULTURAL PROJECT - Ray Trujillo

Bilingual teaching, a rare commodity in California schools less than a decade ago, has quietly been gathering momentum and may be on the verge of major expansion.

This is a dramatic turnaround for a state in which teachers were prohibited by law until the late 1960's from conducting their classes in any language other than English.

In the Cucamonga School District, not only has bilingual education taken a foothold, but a complete and effective follow-through program has mushroomed from kindergarten to eighth grade classes. Under the direction and personal guidance of Dr. Manuel Ramirez, the Cucamonga project can probably be cited as one of the most unique in that the follow-through is continued into and out of primary, elementary and pre-secondary years.

The philosophy upon which our model is based is a relatively new one in education known as cultural democracy. Basically, it is felt that the institutions, not the children, must change. Institutions must become responsive to the culturally-unique learning, incentive-motivational, human-relational and communication styles of the child, whatever his culture.

According to this philosophy, the child has a right to a bicultural identity. The application of cultural democracy is seen in provision of culturally democratic learning environments. To achieve this, developers of the bicultural/bilingual model have systematically attempted to create a classroom atmosphere that is flexible and yet congruent with the values, life styles, and learning styles of minority groups (espically Mexican-American children).

It is one of our goals that parents actively participate in the educational process. Through the efforts of our Parent Group Leaders, parents become acquainted with the structure of the district, the administration of the school, and with the Follow Through curriculum. To enable parents to become more effective teachers at home, the project provides them with various materials, along with instruction in their use. Parents are encouraged to participate in classroom activities and teacher training.

Several of our Follow Through parents are now instructing in the Spanish as a Second Language for Teachers program (SSLT). Moreover, community parents contribute many songs, dances, folk-tales, and much cultural information for use in the classrooms.

The curriculum is designed to establish threads of continuity between home and school. Materials are selected and developed to reflect the cultures of the Southwest. The materials are readily adaptable to the daily lives of the children and allow for parent teaching involvement. Evaluation of materials is also made on the basis of development of learning skills rather than memorization, as well as adaptability to multi-sensorial teaching. All materials are ethnicized by virtue of Culture Matching Teaching Strategies used by teachers and associates.

CLASSROOM ARRANGEMENT AND INSTRUCTION

1. Small group instruction
2. Freedom of movement
3. Activity areas; interest centers
4. Materials which optimize self-direction
5. Use of manipulative materials as learning tools
6. Activities using multi-sensory approaches
7. Greater use of assistants in the teaching process

BILINGUAL CONCEPTS CURRICULUM

HISTORY AND SOCIAL STUDIES: see "Heritage"
LANGUAGE: (1) Van Allen's Language Experience program; (2) Puppet theatre; (3) Dramatization; (4) Structured oral language exercises.
READING: (1) Phonics combined with look-say techniques; (2) Kinesthetic, multi-sensory approaches; (3) Dramatization and pantomine; (4) Second grade: Instruction in reading Spanish.
WRITING: (1) Manipulative experiences; (2) Visual-motor coordination using sandpaper letters and movable alphabets; (3) Writing and dictating experience stories; (4) Specific writing experiences; (5) Writing in Spanish.
ENGLISH AS A SECOND LANGUAGE: Special program using H200 materials.
SCIENCE: Science Curriculum Improvement Series, University of California at Berkeley.
DRAMA: Dramatization of concepts, heritage and other curricula; drama used as a teaching tool.
ART: (1) Projects related to concept formation and curricula; (2) Illustrations of language experience stories; (3) Art as free expression.

Lessons are presented in Spanish as well as in English.

It is our aim that teachers become sensitive to the cultural values and learning styles of Mexican-American children. To achieve this, we have developed a series of Culture Matching Teaching Strategies (CMTS), including such categories as non-verbal indications of acceptance, personalization in presentations, encouragement of cooperative achievement, cultural highlighting, and uses of spoken Spanish in the classroom.

On the basis of evaluations of periodic tests of Follow Through children, small "target groups" are developed for those children who need additional instruction in specific areas. Teachers and staff prepare prescriptive curricula for these groups, with material specifically designed to review the concepts which are to be mastered.

Approximately every six weeks, an all-day In-Service Workshop is held. Teachers and associates meet with the sponsor staff and an outside consultant or other guest for development of curriculum materials and teaching methods. Model and sponsor staffs meet weekly for feedback and training sessions.

All Follow Through teachers and associates are required to participate in the Spanish as a Second Language for Teachers program. Vocabulary, phrases, stories, plays, songs, dances, and cultural information, often contributed by parents, are presented to the teachers with instruction and suggestions for classroom use.

The assessment coordinator and his assistant visit the classrooms regularly to determine how frequently teachers and associates are incorporating CMTS into their teaching. Teachers' sensitivity to values of Mexican-American culture is also evaluated during these visits. Progress in oral Spanish expression is evaluated both in SSLT sessions and in the classrooms.

Assessment of the progress of Follow Through children is primarily focused on four areas: (1) competency in Spanish and English fluency; (2) heritage, math, and science conepts in Spanish and English; (3) reading skills; (4) perceptual skills. Testing information is used both to advise teachers of their success in meeting a series of performance objectives and to identify groups of children who need review of certain concepts.

TEXAS' BILINGUAL EARLY CHILDHOOD MODEL - Jerry Vasquez

The Bilingual Early Childhood Program is part of the Early Childhood Education Program of the Southwest Educational Development Laboratory, a regional laboratory located in Austin, Texas, which develops materials and methods for use with disadvantaged and culturally different children. The curriculum for the Early Childhood Program was the product of a joint effort

by the Good Samaritan Center, the National Institute of Mental Health, and the lab. In 1965 the Good Samaritan Center, a neighborhood social service center in a Mexican-American neighborhood of San Antonio, received a 5-year grant from the National Institute of Mental Health to develop a preschool program designed to meet the needs of children of Mexican descent. In 1968 the Southwest Educational Development Laboratory entered into a joint funding agreement to support the development of a written 3-year sequential curriculum for 3-, 4-, and 5-year-olds based on the work at the Good Samaritan Center. In 1969-70 the Early Childhood Program was first used in public schools, and in 1970-71 it is being pilot tested at eight sites in Texas and Arizona with almost 1,000 children, including urban Mexican-Americans, migrant Mexican-Americans, disadvantaged blacks, and Indians. The curriculum is being refined and modified to meet the needs of each of these target populations, and a 1-year program is also being developed for kindergarten use.

The major characteristics of the Bilingual Early Childhood Program are:

* A high degree of adult-child contact
* Neatness and order
* The use of language as a tool of thought
* Competitiveness and demands for high achievement
* Long-range goals and orientation to the future

Classes are held in an elementary school and in a newly renovated building connected to the school. To provide the children with opportunities to interact with adults, each class has 20 students, one teacher, and one teacher aide. Since the curriculum is sequenced in difficulty, there are separate classes for each age group. Within the class children are divided into three groups on the basis of abilities. For part of each day the groups cycle through three activities - instruction by the teacher, instruction by the aide, and independent activities. Typical activities during the day include a language lesson; a thinking and reasoning lesson; visual, auditory, and motor activities; and enrichment experiences, such as art or music activities.

All teachers and aides are proficient in both English and Spanish. They work with the children from 8:30 am to 2:30 pm and spend from 2:30 to 3:45 planning and evaluating. Teachers must have completed 90 college course hours and be working toward certification in early childhood education. The aides, drawn from the neighborhood, are required to have a high school education. Over half are involved in the Office of Education Career Opportunities Program; most of the others are mothers. Aides assume an active part in the classroom instruction of students, although such activities as formal English language lessons and problem solving are handled solely by the teachers. Men are well represented on the staff, with three male teachers and several male aides. A supervisor, who is also bilingual, works closely with the Southwest Educational Development Laboratory and provides preservice and inservice training for teachers and aides.

Teachers are supplied with a detailed curriculum guide which outlines a sequence of behavioral objectives and procedures for classroom activities to meet these objectives. The curriculum is divided into weekly units dealing with such content areas as food, clothing, animals, or body awareness. Certain concepts are reinforced throughout each unit by applying the same concept in different contexts. The units include lessons in five major areas: visual skills, auditory skills, motor skills, language skills, and reasoning and problem solving. All activities are designed to interest and involve the student, requiring some action on his part.

The units integrate sensory-motor, language, and reasoning activites. For example, in a unit on body awareness for 3-year-olds, visual activities include locating the parts of the body on a doll and completing body and face puzzles; auditory training includes a "roll the ball" game in which the child learns to recognize his own name and the names of the other children in the class; through "Simon Says" games and other motor activites a child learns to locate parts of his own body. During Spanish language lessons, children learn to identify themselves and others in a mirror and in photographs, and to label and identify the functions of facial parts.

Classroom performance tests have been developed for each unit to provide objective information about each child's level of performance. This information helps the teacher assign children to smaller groups based on ability level and to gear tasks to each child's ability.

Since the curriculum has been designed to reinforce certain concepts and because it progresses from simple to complex skills, teachers are expected to present the units sequentially using either English or Spanish. But the teacher is free to adapt the activities and materials to her own class and is responsible for planning one or two activities each day, such as a game, art or music experience, or story time.

The bilingual program builds on the children's abilities in the language used in their homes. For the 3-year-olds all instruction is in Spanish for the first half of the year. The teacher might mention the English names for objects, but does not insist that children use the English names. During this period the children's knowledge of Spanish is expanded as the teacher labels objects and actions in Spanish and encourages the children to talk in Spanish. Thus the children develop their language skills, learning to label concrete objects with words and to use speech to communicate. Halfway through the year the teacher begins daily structured English lessons, introducing in English the labels and concepts the children have already mastered in Spanish. To assure a systematic and integrated approach to the instruction of English, the curriculum defines objectives for vocabulary, sentence patterns, and syntactic structures for each lesson and provides detailed instructions for the teacher to follow in presenting the lesson.

The teacher works with small groups of children in the English lessons so she can provide corrective feedback for each child and adjust the pace to the needs of the group. The lessons are designed to appeal to small children and involve real objects, pictures, or actions by the children.

In introducing a new English lesson the teacher makes a statement about an object, such as "This is a chair," and has the student repeat it. Then she poses a question about the object, such as, "Is this a chair?" The children answer "yes" or "no" accordingly. The next step involves using statements to elicit responses from the children: "Show me the chair", "Point to the chair." Finally, a question such as "What is this?" is asked to elicit unprompted responses like, "This is a chair." At each stage the teacher first models the response she wants from the children, produces the response with them, has them respond as a group, and then has individual children produce the response. If the group has difficulty the teacher drops back to an earlier stage of the lesson for review.

As the children's language ability expands, the lessons involve increasingly complex sentence patterns and language concepts, and the teacher begins to use English informally throughout the day. Activities are planned to reinforce what the children have learned in the language lessons and to allow them to practice their new English skills. English is used in the classroom about 20 percent of the time during the first year, and gradually increased to 80 percent by the end of the third year.

A major goal of the Early Childhood Program is for the children to develop pride in themselves and their heritage. The curriculum is designed to provide opportunities for children to experience success; the classroom environment is structured to develop the qualities that lead to success, such as persistence, attention, and curiosity. As the children master increasingly complex learning activities, they develop confidence and feelings of self-worth. Since the ability to speak Spanish is viewed as an asset to be preserved and reinforced while they also learn English, they feel accepted and proud of their background.

The effectiveness of a program must be measured by changes in the children who participate. Results of a study comparing the intellectual growth of 3-year-old students in the Early Childhood Program with two comparable groups of children, one in a parent involvement program and the other in a traditional nursery program program at day care centers, showed that the children in the Early Childhood Program made significant gains in IQ scores, while the children in the comparison groups did not. All groups scored below national norms on all tests requiring language in the test administration, but on tests that did not require language they scored approximately at national norms.

The findings of this study demonstrate that these children are handicapped by the deficiency in language skills and that a program designed to meet their needs can accelerate their intellectual growth. The Southwest Educational Development Laboratory will continue to cooperate with the Edgewood Independent School District and other school districts to refine and evaluate the Bilingual Early Childhood Program.

NUTRITIONAL VALUE AND LEARNING OPPORTUNITIES CON LA COMIDA MEXICANA

Marta Bustamante and Harriet Neves

(Marta is the National Chairman for MAS-Mexican American System, and a national conference leader. In this report she choses her words well in telling how she teaches her children about food and life. In addition, excerpts from Lydia Hernandez' nutrition education report are included.)

When playing with my children, we invent games such as:

1. Making paper airplanes;
2. A race with the children to see who can pull more weeds out;
3. Letting the children have some masa so they can help make tortillas; and
4. In bathing the children, make believe that it is raining. Knowing that rain water is good for plants and grass, it must be good for children.

When teaching my children about colors, I use the sun to begin with. The sun makes the day bright and amarillo. When the sun goes down, it is anaranjado and part of the sky is blue; some of the sky is red and some of the sky looks morado. You also teach your child when it is going to rain because the sky is dark and the wind has a smell of wetness.

When going to see Sonia's new baby, my children ask why do babies have small hands. I point out the fact that he was very small once, too. He learns about himself. He learns that there is time, days and years. He now compares his hands, feet, legs, head, ears, etc. to that of the baby. Now he knows the parts of his body better.

When teaching him to sing and tell stories, we sing songs that were taught to us, that we composed or that the child has made up.

When putting a pot of beans to cook, Juanito helps me in taking out the dirt clods. Using a chair, he can help in washing the beans. In helping with the process, he knows: 1) the food we eat, 2) which is the good bean; and 3) which is the bad bean.

When serving my children lunch, consisting of bean soup, milk, tortillas, mantequilla, he is getting: 1) protein, 2) calcium, 3) vitamin C, 4) most important, the satisfaction of having been part of the preparation of the beans.

When sitting the children down for supper where I serve fried beans, sopa, picadillo, salad, corn tortillas, they are receiving not only a well balanced meal, but by saying to them, "Eat all your beans, it makes blood and blood makes muscles," you teach him that the food is: 1) something he helped to cook, 2) it is good for him, 3) all the vitamins he needs, 4) most important of all is that he grows up having just as much respect for the people that each beans as a person that eats spaghetti.

NUTRITION EDUCATION

Nutrition is a personal matter; as personal as your income tax or diary. Your nutrition can determine how you look, act, and feel, whether you think clearly or confused; the foods you eat can make a difference between your day ending with freshness which lets you enjoy a delightful evening or exhaustion which forces you to bed. As you can see it is of vital importance that children and adults get the right foods, which are necessary in order to be alert, energetic, and healthy children.

Malnutrition is seen to occur most frequently in households where there is poverty, lack of education, and crowding. The ever present companion of malnutrition is lethargy, disease, and lack of intellectual stimulation breed a vicious circle of listlessness.

If the social and economic characteristics of the Mexican in Los Angeles County are taken into account, then it might be concluded that the type of malnutrition information that is generally offered in this area, mainly "The Basic Four" chart, would not be effective teaching material. In addition to education and economic differences, the cultural preferences of the Mexican-American, of which food is certainly a large factor, might create barriers to the acceptance of education. The Mexican in fact has a very definite dietary preference which he may refuse to abandon. The following are lunches and breakfasts of Mexican dishes. You will see many of our Mexican dishes are loaded with vitamins, are tasty, and economical.

Chicken in Mole

Mole is a mixture of peanuts very high in vitamins B1, B2, calcium, phosphorous, iron and protein. Other spices in it are garlic and chocolate.

Chicken is very rich in phosphorus, when served with a green leafy salad it is a well balanced meal; corn tortillas go well with this meal.

Cocido

Beef shank - high in proteins and calcium
Carrots - vitamins B1, B2, C, calcium and iron
Onions - B1, B2, calcium and iron
Cabbage - B1, B2, C, calcium and iron
Turnips - B1, B2, C, calcium and iron
Celery - Complete food

Corn goes well with this soup which is highly nutritious and very economical.

Caldo de Indianilla

"Spring chicken soup with garbanzos"

Young spring chicken - high in B1, B2, calcium, phosphorus, iron and protein.
Garbanzo - high in iron.

Picadillo de higado

Beef liver fried in soy oil, add chopped long green peppers, chopped onions, and tomatoes.
Liver is a complete food.
Long green peppers are high in vitamin C.
Skim milk can be served with this meal. Skim milk is a complete food.

Lentil Soup

Cook lentils in salted water with large pieces of celery.
Saute chopped fresh tomatoes, bell peppers, onion, and cilantro in soy oil, then add cooked lentils.
Serve with corn tortillas - high in calcium.
Bell peppers - Vitamin C.
Lentils - B1, B2, calcium, phosphorous, iron, protein.

BREAKFASTS

Chorizo con Huevos

Chorizo should be fried and then drained of the fat. Mix together with scrambled eggs.
From a breakfast of chorizo and eggs you get vitamins B1, B2, six grams of protein.
If served with tortillas you get 1.3 grams of calcium.
One glass of skim milk, a complete food.

Beans and Tortillas

One half cup of cooked beans - 0.5 iron
Corn tortillas - 1.3 of calcium
One glass of skim milk - complete food.
If beans are fried use soy oil instead of animal fats.
A fresh fruit in season will balance a breakfast like this.

Brains and Eggs

Brains - B1, B2, calcium, iron, protein
Fried brains with scrambled eggs
One glass of skim milk - a complete food
Corn tortillas

These meals can be accompanied with fresh fruit in season which at that time is economical. Hot sauces retain their vitamins better if they are prepared without cooking, in fact any vegetable that can be eaten without cooking will retain its food value.

Soy oil is the best shortening to use when frying foods as it does not lose its content of vitamin E and it is better absorbed into the system. When buying oils for frying make sure that they do not have any preservatives. It is not expensive.

Flour tortillas are best out of unbleached enriched flour.

RE-EVALUATION OF RESEARCH THAT AFFECTS MEXICAN-AMERICAN CHILDREN
Dr. David Ballesteros and Cecilia Sudia

ONE: Research that is being done now is affecting the Chicanito.

TWO: There is a great need for Chicano researchers.

These two points received considerable attention during this workshop.

Mrs. Sudia stated that a group of San Diego Chicano researchers did a survey on an intelligence test, that the test was to classify children. The task of the researcher was to develop a new intelligence test so it would be fair to all the children. The researcher went into the family home to find out what language was spoken in the home, to find out the family background, and rated all children in terms of their background.

On this intelligence test if the child spoke English all the time, made an average of 91. If they spoke English most of the time the average was 86. If English was never spoken, the average was 73. Then the child was put in a special class for the mentally retarded. The researchers had a new system. They wanted to test the child on what he or she had a chance to learn. With this test you have a more accurate measure of what the child learned.

Reference is made to an earlier conference which included the Division of Research Grants of the National Institute of Health, the National Institute of Child Health and Human Development, and the National Institute of Mental Health. Some of those points included:

What are the rights of a racial minority group that is being "researched" in regard to "achievement?"

Does the group have a valid interest that should be recognized in determining who gets studied? or how the study is conducted? or who is funded to do the study? or to whom and how the results of the study are disseminated?

Do the people under study have the right to expect some positive return for their cooperation in being studied?

If social scientists from the group being studied are the best qualified persons to study their own group, how can they get the proper credentials if all study committees are composed of persons from the white majority?

Should there be academically "qualified" minority members on all study committees of Government agencies such as the National Institute of Health, the National Institute of Mental Health, the National Science Foundation, or the Office of Child Development? Should there be minority group committee members even if they are not academically qualified?

The ample evidence that the youth of this country are questioning the white male achievement model, as it is presented to them, was also considered, as was the contradiction in the current cultural values of "making it" and "doing your own thing". Many white middle-class young people, as well as members of the minority groups, are challenging the legitimacy of the "making it" norm. Today, it was pointed out, the real issues are political: who determines, who referees, who legitimates an option?

Another group defined achievement as that level of attainment found acceptable by the majority culture in reference to economic, social, and educational behavior. Its members pointed out that achievement, such as graduation from a Negro college, has no meaning until it is validated by the whites, as when the graduate makes a passing grade on the Federal Service Entrance Examination of the Civil Service Commission. Similarly, nonwhite artists, musicians, athletes, and the like, have "made it" only after they have been recognized and applauded by a white audience.

Participants in another group asserted that the value of proposed research on minority groups should be judged by the group involved. If the right to make this judgement cannot be established, there is no value in a conference to discuss such issues as achievement.

Edward Cassavantes, U.S. Civil Rights Commissioner, speaking for the Chicano minority, reported that he had tried to set up a roster of Chicano social scientists and had been able to find only 45 who might be considered qualified to conduct research. "How does a group begin to begin?" he asked.

Some participants pointed out that research that compares racial groups can be very damaging as long as this country is a racist society. Consequently, they recommend that the academic community should proceed cautiously in this respect, consider the potential misue of the project being considered, and weigh the value of its scientific contribution against its possible dangers. The person who undertakes such research is ultimately responsible for any harm that may result from it, participants suggested.

FAMILY LIFE AND CHICANO REARING PRACTICES "CHICANO LIFE STYLE"
Gilbert Lopez

In one of the most talked about and best received work shops, Gil Lopez, formerly of the Washington Office of Child Development, discussed the strengths of the Chicano family, "so that educators and administrators could understand somewhat, the Chicanito's background". He pointed out that a Chicano community is a very diverse community, and that what is said about one Chicano family cannot be held true for all Chicano families.

Some of the strengths, listed by members of the workshop are: 1) warm relationships, 2) compassion, 3) strong family ties, 4) social life, 5) physical contact, 6) respect of elders - less assertive.

Concerning a child being less assertive, parents and educators said that a child has this tendency because of the respect that the child is taught by his parents. A child is taught to be respectful and should not assert his opinions in the classroom. In other words, the child accepts what the teacher does and says, because he has been taught to respect authority.

Mr. Lopez had this to say about a "generalization": "There are many instances where the beliefs that the Chicano family and child are non-verbal to an extent is a myth. It is being proven over and over that it is a myth. You'll still find pockets where the Chicano parent has been so conditioned, so subjugated, so "put-down", that to maintain his strengths, he will stay within his community and not deal with that, this is putting him down. In that sense it is a strength, if you interpret it that way".

"Another opinion of what the strengths are: we believe that our strengths lie in teaching the Mexican culture, without shame and with great pride, within our own homes to begin with. Secondly, the support that the extending families give to each other".

Question: How should a teacher react to one or two little Spanish speaking children in a classroom; how should the teacher treat them? Should the teacher treat them any different from the rest of the children?

An example was given of Chicanitos living in an all white community, attending an all white school, and their parents are probably "all white" except for the color of their skin, then they are different and should be approached differently.

Mr. Lopez: "What you are talking about is the acculturated-assimilated Chicano that is - Anglo, that has given up language and has given all up. But that is not possible - language may have been given up, but there are certain things within that family that carry on; a way of thing, for example, carries on no matter how hard you try to do away with it. If you approach that child using the approach of many

programs, on what I feel is a cop-out on the humanist approach (that all children are the same and I love children) because that is often said, but this is not the actual case in actual practice. You can go to a classroom, and the teacher will say, "All my children are the same, and I love all children" and see how the teacher treats the children, you know that's not so".

A question was asked concerning the ethnic make-up of staff in accordance with the percentage of children served.

Lopez answered: "What you need to do is look at the ethnic composition of your staffing; are you reflecting the percentage of children served? If you are serving Black, Anglo and Chicano children, do you have Black, Anglo and Chicano staffing in the same percentage? Or are you predominantly Anglo, predominantly Black, or predominantly Chicano? The children need to relate to that authority figure that is like himself.

Comment and question from the floor: "If you have instructors who are priviledged to have a BA or MA - that person does not necessarily identify or is familiar with the children that they are teaching. If you differentiate between the way that you teach as far as the children in your center, or class, then the children will pick this up. They will notice you treat this child different from the way you are treating some. So I am questioning whether or not it is the approaches used or the methodology the teacher has. Perhaps it should be mandatory that we have "staff preparation" kind of training."

"The thing I see is that methodology and approaches are very important, but how do you deal with attitudes? No matter how good your methodology or approach is, it's that attitude that counts."

From the floor again: "The point I was trying to make is - insuring that you have a Black or Chicano teacher, does not insure that you'll have the right attitude. I know that in an integrated community or society you will have Chicanos living on the west side of town and teachers living on the east side of town."

Mr. Lopez: "I agree with that too, I would like to think that at this time we can call for more accountability and that there's more hope from getting that type of right attitude and accountability; it doesn't necessarily insure it in the fact that you have a degree, means that you have gone through a conditioning process and that you've been "through the mill" type of thing and have been indoctrinated with the educational jargon and educational approaches."

From the floor: "If the attitude you are looking for does not exist, could it be brought about by parent involvement? Instead of having the parents do the clean-up work, or supervising playground, why not give the parent the opportunity to get involved with the learning process of the child - a learning process for the staff member as well.

"This is what parent involvement really is. It is up to the teacher to come down and communicate with the parents, so that she will know the child's background. Once the parent comes into the classroom she forms a team with the teacher, in teaching her child. This gives the parent strength. The parent is the expert on the child, she can teach the teacher attitude.

"I don't think we should underestimate the parent, there is always this underestimation of the parent and the parent is more sophisticated than we give them credit for. Who knows the child better than the parent? No matter what the age of the parents, they are qualified in educating, because they had the children."

Some strengths that the Chicano family has that were not considered earlier:

1) The global outlook of the Chicano family; in other words the emphasis on the whole rather than parts. Example: Language. (In English, a red apple. Spanish, una manzana colorada; you get the whole picture first, of the apple, then you describe it.)

2) The humanized factor of the Chicano family, using fantasy in humor. Folklore, stories, double meanings in tales, very witty.

3) Rugged flexibility of the children. Oriented to cope with this fragmented society and contemporary experiences today, out of necessity to deal with what is happening out in the streets and in school, and the adjustment factor of having to cope with this. Nothing is geared for that child, he has to deal with it. This is expressed through the extended family.

Personal Social Intercourse, based on fellowship again; the bond that unites. These are types of things that are tangent of the family, and are real strengths of the Chicano family.

A handout of research done by Dr. Manuel Ramirez was distributed and follows. (The study showed how Chicano parents rated on the field sensitive side and that Anglo parents rated on the field independent side. Dr. Ramirez is working on the training of the teacher so that he could deal with both the field sensitive (Chicano) child and the field indepent (non-Chicano) child.)

FIELD SENSITIVE PARENTS				FIELD INDEPENDENT PARENTS			
	Informal, two-way discussions between students and teacher. Teacher expresses emotions openly; sensitive to social cues.	Emphasis on cooperation and group effort. Teacher identifies with class.	Close student-teacher ties. Concern for personal feelings and individual needs.	TEACHING	Imparting knowledge and facts through lectures - Students receive symbolic abstract rewards for learning.	Emphasis on individual effort and competition - Teacher recognizes only individual achievement.	Emphasizes facts and correct procedures. Few allowances for diversions and exploring personal emotional needs.
	Humanized through narration, humor and fantasy.	Tailored to family experiences and community ethnic ties. Global - emphasis on description of wholes and generalities rather than specific component parts.	Deductive - Rules and principles provided by teacher - students deduce particulars, look for applications of rules and principles.	CURRICULUM	Factual, abstract - concerned with accuracy and proof.	Irrelevant to family experience or group (ethnic) membership. Analytic - provides experience for breaking wholes into parts and recombining parts in an orderly way.	Inductive - Rules and principles discovered by students - attention to features of objects that join them into classes of objects.
	Informal and relaxed; teacher in close physical and social contact with students.	Students work in groups. Rooms "ethnicized" or tailored to local communities.	Teacher moves freely about room and mixes with students.	CLASSROOM	Rules and formal social practices enforced; Teacher refrains from displaying emotions - maintains distance from students.	Individual work in assigned areas. Room decorations restricted to display of superior individual work or abstract themes.	Teacher centrally positioned. Monitors work of class.
	PERSONAL	OTHER DIRECTED	INVOLVED	INSTRUCTIONAL STYLE	OBJECTIVE	INDIVIDUALISTIC	DETACHED
	Dutiful - respectful Close personal ties	Family Loyalty Group Identity	Nurturant Protective		Objective Individual Autonomy	Self-Identity Independent	Onlooker Resource Center

- CHAPTER II -

BILINGUAL RESOURCES AS PRESENTED IN CONFERENCE

A. EXHIBITS AND MATERIALS

There were ten exhibitors displaying their wares at the conference. It was noted that the Bilingual-Bicultural materials were unusually well received by the conference participants. As a matter of fact, many of the exhibitors completely sold out all the materials that they had brought with them. The exhibitors included the following:

Children's Music Center, Inc., 5373 W. Pico Blvd., Los Angeles, CA 90019
Picture books, easy reading books about Spanish speaking Americans, children's books 7 to 12 years old about Spanish speaking Americans, teen age books about Spanish speaking Americans, books in Spanish for children, bilingual books for children, children's books duplicated in Spanish and English, adult books about Spanish speaking Americans (history, contribution, situation today), adult books of Spanish American culture, adult reference books about Mexico, children's books about Mexico, records for young children: songs and stories in Spanish and English, story records in Spanish, filmstrips in Spanish and English, children's story records in Spanish, records for teaching Spanish, records by Spanish speaking Americans, dances and songs of Mexico and South America, music of Mexico and South America, basic sets about Spanish speaking Americans, and rhythm instruments from the Americas.

Research Press Company, CFS, P.O. Box 3177, Champaign, Ill. 61820
Spanish Phonetic Reading Program by Francis H. Pope and Edward Medina

Heffernan Supply Co., P.O. Box 5309, 926 Fredericksburg Road, San Antonio, Texas 78201
A distributor of Spanish language materials and exhibited textbooks, workbooks, teaching aids, library bindings, filmstrips, phonograph records and charts, all especially suited for Bilingual, Migrant, ESL, Health, Ethnic Programs and Spanish Language Classes.

Menlo Park Library, Ravenswood and Alma, Menlo Park, Calif. 94025
Exhibited their Multicultural Collection for the Spanish Speaking as follows:

Folk Tales and Legends
Books for Children
  Picture books and early reading
  Poetry, Music, Art, misc. (elementary school)
  Social Studies materials, Readers, Series
Reading for Older Children
  Books in Spanish and English/Spanish
High Interest Popular Reading

Books for Young People and Adults
Biography and Fiction
Poetry, Drama, Collections
Art and Music
History and Sociology
Periodicals and Newspapers
Informational books and government documents
Pictures (wall display)

Totinem Publishing Company, 4036 Morrison Road, Denver, Colorado 80219

Exhibited the following titles: *Anxiety Acculturation and the Urban Chicano, American Extremes, Barren Lives, Chicanos: Our Background and Our Pride, Bibliografia de Aztlan, Canto Y Grito Mi Liberacion, Chicanos: 25 Pieces of a Chicano Mind, The Chicano Movement, Mexican American Creed, Oferta de Una Familia, Pensamientos on Los Chicanos, Profile of Man and Culture in Mexico, South by Southwest, Spanish Speaking Children of the Southwest.* Many other books were shown.

Aztlán Publications, Chicano Studies Center. UCLA, 405 Hilgard Avenue, Los Angeles, California 90024

Aztlán-Chicano Journal of the Social Sciences and the Arts
Mexican American Challenge to a Sacred Cow, by Deluvina Heranadez
A Study of Unincorporated East Los Angeles
Floricanto en Aztlán, a collection of Alurista's earliest poems.
The Gypsy Wagon - Un Sancocho de Cuentos Sobre la Experiencia Chicana, compiled and edited by Armando Rafael Rodriguez.

Encyclopaedia Britannica Educational Corporation, 2817 E. Mercer Lane, Phoenix, Arizona 85028

Exhibited materials in six categories which can be utilized either sequentially or simultaneously. The Language Readiness section is oriented to visual literacy. The 16mm experiental films are intended to induce the child to discovery of the possibilities of his own language and to provide him with a medium of self-expression. The Language Reinforcement section is provided to strengthen and to improve the child's knowledge of his mother language, Spanish. All materials have Spanish soundtracks. The Language Development section is composed of uncaptioned filmstrip series which are conceptually more complex than the Readiness Section.

The other three sections are directly related to the cultural and historical background of the bilingual-bicultural child in the Southwest. The Spanish Heritage reinforces his pride in his immediate ethnic background and extends his knowledge of those countries which share this cultural heritage. The American Heritage accentuates Spanish and Mexican-American contributions to American society. And the Southwest Regional Heritage attempts to familiarize the child with the physical and social environment in which he presently lives.

Ginn and Company, 2550 Hanover Street, Palo Alto, California 94304

Lakeshore Equipment Co., 5369 West Pico Blvd., Los Angeles, California 90019
Exhibited books for young children from the Multi-Ethnic Collection, including: *The Burro That Had a Name,* by Jerrold Beim; *The Poppy Seeds,* by Clyde R. Bulla; *Good Boy, Bad Boy,* by Marie Hall Ets; *Gilberto and the Wind,* by Marie Hall Ets; *Lorenzo and Angelina,* by Eugene Fern; *Angelo the Naughty One,* by Helen Garrett; and *Song of the Swallows,* by Leo Politi.

Southwestern Cooperative Educational Laboratory, 1404 San Mateo SE, Albuquerque, New Mexico 87108
Exhibited their Reinforced Readiness Requisites (RRR) Program and their Oral Language Program (OLP). Basic concepts in the 157 RRR lessons are designed for kindergarten and first grade children, and include material on associative vocabulary, word meaning, listening comprehension, numerical concepts, discrimination of word sounds, and left to right orientation. The purpose of the OLP is to provide non-English speaking children, or those with a minimal command of the language, with facility in speaking and understanding English.

B. PEOPLE

Dr. Philip Ortego, Professor of English and Director of Chicano Affairs, Univeristy of Texas at El Paso, delivered the keynote address entitled, "The Medium and the Message: Early Childhood Bilingaul Bicultural Education". Excerpts from Dr. Ortego's address follow:

"It is only fitting that at long last we are gathered together to bring about some significant change in the education of our youngsters, particularly in the area of early childhood education. For indeed we have come to see the cruciality of such education, and its effects on the subsequent educational life of our children ... let us consider American schools and their character ... American society so controls schools that little or imperceptible change takes place in American society as a consequence of schools ... Schools really change in conformity to the norms of American society ... In short, schools are therefore not instruments or media for

changing the character of American society. On the contrary, they are in fact instruments and media for preserving the societal status quo... Conceptually, American education still reflects Anglo American superiority with only token gestures thus far in the direction of change, gestures which are little better than huesos thrown to snarling prides of lions in an effort to keep them at bay ... Schools and textbooks became thus, instruments for shaping and controling our actions and behavior and for binding us psychologically to the character of American society as fashioned by the dominant culture ... The consequence of this practice has precipitated the current dilemma in American education: that is, the necessity of appropriating significantly more money for education while being assailed from all sides with the suggestion that American education has somehow become a colossal failure. On the one hand, champions of traditional education and its trappings exhort us to place more emphasis on the basic values of education (whatever that means) and to reaffirm the principles of neighborhood schools and local control. On the other hand, the most vocal critics of American education concepts, even to the point of "deschooling" American society, since the very concept of "school" in itself is part of the problem ... At once, the most serious sociopolitical implication of early childhood bilingual/bicultural education is the repudiation of the traditional form and function of American education ... Bilingual/bicultural education thus signals an end to the narrow linguistic insularity of the United States, an insularity which has led to a national hauteur toward the non-English language world and its linguistically different experiences and world views ... Unfortunately, bilingual/bicultural education is seen by Anglos as a diminution of their cultural-linguistic superiority, threaten-

ing not only their linguistic identity but their social identity as well ... In great part, the success of early childhood bilingual/bicultural education will determine the success of cultural pluralism in this country, a notion now replacing the old and absolutely fictitious "melting pot" theory of American society ... Thus, the Anglo point of view in the education of our children must give way to our point of view; Anglo control of educational programs must give way to our control of those programs ... Early childhood bilingual/bicultural education can be a glorious beginning - but only if the parents hold the power. Education is too great an enterprise to be left only to the teachers."

Cecilia Suarez, Director, University of California, Chicano Studies Bilingual-Bicultural Training Program, delivered an address entitled: "Early Childhood Education and the Chicanito". Highlights of Ms. Suarez's address follow.

"In the United States there are approximately five million Chicanos, 80 per cent living in California and Texas and the others in Arizona, Colorado, Nuevo Mejico, Illinois and Ohio. For thousands of Chicanitos, the schools have not kept the promise of an education that will enable them to become productive citizens in the economic and social life of this nation. The American school system can be described as an inadequate one for the Chicanito because it has failed to provide educational experiences in which the Chicanito can succeed. Some critics state that the school in minority areas represents an educational system that is prejudiced against minorities. (Silberman, 1964, 1970; Samora, 1962; Clar, 1965; Sanchez, 1969; Vaca, 1970; Hernandez, 1970) ... American educational philosophy has traditionally been

guilty of trying to destroy cultures that are different from that of the dominant American culture by demanding that everyone acculturate into the American mainstream ... In keeping with the Americanization philosophy, another perspective that continues to dominate educational thinking concerning the education of the Chicanito is that the persistent low academic achievement of the Chicanito is primarily attributable to the cultural characteristics of the Chicanito and his home, not the socio-economic system and the institutions of the dominant society ... To promote positive educational programs for the Chicanito, well conceptualized rationales need to be developed. I will attempt to give you criteria for good early childhood education programs for the Chicanito.

1. Community and parents should have input in all aspects of the program, preferably through community control.
2. The currciculum should be relevant to the Chicanito.
3. Criteria for relevance should include:
   a. Objectives should be stated.
   b. Data source for curriculum should stress the community. In addition, the community should be viewed as something strong and positive, not disadvantaged and deprived.
   c. Data source for curriculum should stress the learner (that is the Chicanito). Also, the Chicanito should not be considered to be linguistically handicapped or culturally deprived. The Chicanito's language and culture should be regarded as a strength, to be appreciated and retained.
   d. The curriculum should be bilingual-bicultural ...".

Marta Bustamante, National Chairman, Mexican American Systems delivered a series of addresses entitled: "MAS Chairman Reports, To The People With Teaching Credentials, Teaching My Children About Life, and How I Teach My Children About Food." The first two addresses are quoted in part.

"MAS is a group composed of Chicano professionals and paraprofessionals in the field of early childhood education with a specific interest in all preschool programs - Child Care, Head Start, Day Care, Infant Care - with emphasis on bilingual bicultural content. The concept under which we work is that programs for children be an extension of the home with parents having the major decision making responsibility to assure program relevance for the child. There are programs throughout Aztlan that are controlled by non-Spanish speaking, non-bicultural administrators that are not serving the children they were meant to serve. Head Start programs are not doing the trick either - they must be bilingual bicultural in content, staff and administration under the direction of the parents of the children and the community. This is essential if Head Start is to give the parents an opportunity to fully develop. Who knows more about the child's needs, life style and surroundings than the parents of that child? You as directors, administrators, curriculum specialists and staff should be there to assist the parents, not the other way around. You as parents should take full responsibility and give the necessary direction to the program and staff ... You have been teaching my children to become good citizens; how to wash their hands; how to salute the flag; how to say their ABC's - yes, you did the job you were put there to do. But did you ever ask me if that was what I wanted for my children and did you think of me as an educator also? Did it occur to you that I wanted my children to learn about Emiliano Zapata, Sarazoza, Chávez, and Gonzáles?"

C. BIBLIOGRAPHY - ARTICLES, PAPERS, ETC.

Ad Hoc Committee on Child Mental Health. Report to the Director. National Institute of Mental Health. February 1971.

In September 1970, Dr. Brown appointed an NIMH Committee on Child Mental Health to review the Institute's programs for children and youth and to suggest new and expanded efforts to meet the mental health needs of children. The Committee divided itself into six subcommittees: Research, Training, Services, Prevention, Child Advocacy, and Financing. Although the Committee has identified substantive issues and made specific recommendations, it must be emphasized that the report should be considered only a first step toward long-term development and expansion of NIMH programs related to children and youth. Many of the recommendations can be implemented by NIMH without additional legislation or budgetary increases. This report proposes mechanisms through which existing resources can be targeted for children's programs. It points out general purposes for which the available resources should be utilized.

Angel, Armando. Recorder. Report from Education Committee. M.A.U.C. Conference. March 25, 1972.

Panel Members: Gene Benton, Frank Valenzula, Macario Saldate, Frank Howe, and Armando Angel. Evaluator: William James Fisher.

Purpose: This panel met with interested members of the community to discuss problems facing the Chicano in education. The theme of the conference was to present educational priorities which could be implemented or sponsored by the Mexican-American Unity Council. The suggestions of

problems were contributed by the audience and the panel members.

Arizona Department of Education. Mexican American Educational Needs.

The present program of instruction in most Arizona schools, particularly those in the larger urban centers, has failed to meet some of the most important educational needs of a significant majority of Mexican-American children as those needs are currently recognized by many informed Mexican-Americans and others. Some of the more outstanding problems related to the education of Mexican-American children which are noted in the preceding narrative are broadly categorized below.

I. Failure to understand the cultural differences of the Mexican-American.

II. Failure to understand the unique language learning problems of the Mexican-American.

III. Failure to recruit and encourage professional growth of Mexican-American educators.

IV. Failure to relate to Mexican-American parents and other adults.

V. Needed compensatory services.

Bernbaum, Marcia. A Montessori Approach to Teaching Spanish Speaking Children. District of Columbia Elementary-Kindergarten-Nursery Educators Newsletter, Volume 2, Number 1. Washington, D.C. Summer 1972.

Let us assume that as an elementary school teacher you are faced with the challenge of incorporating into your classroom a Spanish-speaking child who speaks little or no English. This child comes from a home where little or no English is spoken. How can you as his teacher make his adjustment to this country as quick, as easy, and as successful as possible?

Two items are essential if such an adjustment is to take place. First, the child must learn English. Second, the child must be made to feel although the new language and culture he is adjusting to are desirable so is his native language and his native culture. This is as crucial, if not more so, than learning English. If the child is to maintain a good image of himself and of his family he must be made to feel proud of his language and his cultural background. In sum, your ideal role as this child's teacher is to help him become both bilingual and bicultural.

Castaneda, Alfredo. Melting Potters Vs. Cultural Pluralists: Implications for Education.

It is worthwhile to note that issues of assimilation have been a center of controversy in the field of public education for most of the twentieth century. With a newer element added - namely a concentrated attention and interest in the educational plight of thousands of Mexican-American children in the public schools in the United States today. Within the general melting pot category there are two major variants, i.e., whether what is to be the result in the melting is either exclusive or permissive. Within the cultural pluralists' category, two major themes may also be noted, i.e., whether pluralism is of either a mandatory or optional character.

Alfredo Castaneda is the Chairman, Mexican-American Studies and Professor of Education, University of California, Riverside.

Cortes, Carlos E. Revising the "All-American Soul Course": A Bicultural Avenue to Educational Reform. University of California, Chicano Studies Center, Los Angeles, California.

The recent emergence of ethnic studies programs has added a new term to our national educational lexicon--"soul course". Members of an ethnic group often use this term to identify a course about their group which, in addition to its substantive content, also contains emotional or spiritual overtones supposedly lacking in most "soul-less" academic courses. But when "outsiders" use the term, they often do so derisively, implying that such soul courses lack the so-called objectivity traditionally deified in American education.

The entire U.S. educational system can be classified as a continuous, compulsory all-American soul course. By creating patriotism, by inculcating a so-called "American way of life", and by nurturing love of county, U.S. education is actually building national "soul". Where the all-American soul course fostered patriotism and national pride, it also has fostered ethnic prejudice.

The U.S. educational system should be at the forefront of the institutionalized counterattack against prejudice and stereotyping. U.S. education has been a major force for prejudice building through its role as the all-American Anglo soul course. We must insist that U.S. education put itself through an ethical catharsis, cleansing itself of prejudice-building educational traditionalism by bathing in the restorative waters of Mexican-American biculturalism.

I would like to suggest four bicultural avenues of attack, without implying that these exhaust the possible educational battleplans for

combatting ingrained societal prejudice: (1) critical bicultural analysis of textbooks, (2) selection of bicultural materials for course balance, (3) development of bicultural materials through the use of community resources, and (4) adoption of a new concept, a Greater America. Such a bicultural approach, by purging American education of its prejudice-producing ethnocentrism, would help transform the all-American Anglo soul course into A Greater American soul course.

Carlos E. Cortes is an Assistant Professor of History and Chairman, Latin American Studies, University of California, Riverside.

Education Commission of the States Task Force on Early Childhood Education. Early Childhood Programs for Migrants: Alternatives for the States. Education Commission of the States, 1972.

There are an estimated 75,000 migrant children under the age of six who travel with their families through 47 states. This study examines the status of state and federal programs for those youngsters and suggests alternatives for improving them.

The report does point out that there are substantial federal funds available which could be maximized through mechanisms of interstate cooperation in order to provide a variety of services for the migrant young and their families. With little or no new state funding, steps can be taken now to prevent the practical and costly problems which can be foreseen as migrants settle out and mechanization drastically reduces their traditional employment.

The number of migrant workers in the United States is about 1.4 million people. They are Chicanos, Blacks, Indians, Puerto Ricans and Anglos moving in three broad streams from Florida, Texas, and California through 47 states.

Early childhood programs for migrants are increasingly becoming a state concern for several reasons. The human needs are great; the migrant infant mortality rate is two and one half times the national average, and the dropout rate for migrants at the sixth grade and beyond is about twice that of the population as a whole.

Gaarder, A. Bruce. Statement. May 18, 1967.

There were in 1960 about 5 million persons of school age (6-18) in the United States who had a non-English mother tongue. It is reliably estimated that over 3 million of this group did in fact retain the use of that tongue. In this group of school children who still use the non-English mother tongue, there are 1.75 million Spanish-speakers, about 77,000 American Indians, and slightly over a million from some 30 additional language groups: French, German, Polish, Czech, Yiddish, Ukrainian, and many others. The situation is not known to have changed notably since 1960. These are the children we are concerned with, plus another million or so in the same category under 6 years of age and soon to enter the schools. They are necessarily and unavoidably bilingual children.

Bilingualism can be either a great asset or a great liability. The object of this testimony is to show the nature of the damage that has been done and suggest how it can be remedied in the future. Bilingual education means the use of both English and another language - usually the child's mother tongue - as mediums of instruction in the schools. There are five main reasons which support bilingual education.

1. Children who enter school with less competence in English than monolingual English-speaking children will probably become retarded in

their school work to the extent of their deficiency in English, if English is the sole medium of instruction.

2. Non-English-speaking children come from non-English-speaking homes.

3. Language is the most important exteriorization or manifestation of the self, of the human personality.

4. If he has not achieved reasonable literacy in his mother tongue - ability to read, write, and speak it accurately - it will be virtually useless to him for any technical or professional work where language matters.

5. Our people's native competence in Spanish and French and Czech and all other languages and the cultural heritage each language transmits are a national resource that we need badly and must conserve by every reasonable means.

The conclusion is, in sum, that if the Spanish-speaking children of our Southwest were given all of their schooling through both Spanish and English, there is a strong likelihood that not only would their so-called handicap of bilingualism disappear, but they would have a decided advantage over their English-speaking schoolmates, at least in elementary school, because of the excellence of the Spanish writing system.

Gonzalez, Rafael Jesus. Pachuco: The Birth of a Creole Language. Arizona Quarterly.

In the last thirty years there has come into existence in the United States a subcultural group known as the "Pachucos". The rise of this subculture and the evolution of its language is an area of study that has hardly been tapped, yet which, I believe, can throw much light on our culture and the evolution and uses of language.

Hosokawa, Bill. TPI: Press of Chicano. What do you do if publishers are reluctant to print ethnic books? Simple. You start your own business. Sunday Empire. Supplement to the Sunday Denver Post. September 24, 1972. Volume 23, Number 39.

We first heard of Totinem Publishing, Inc. a few weeks ago when a tiny young woman came into the office to see about borrowing some photographs. She said her name was Priscilla Salazar, and she identified herself as business manager of a publishing company. The firm, she said, published books for and about Chicanos. One question led to another, and soon we realized that there was a fascinating story in the aspirations and struggles of Mrs. Salazar and her associates at Totinem. The name (pronounced Toh-tee-nem), Mrs. Salazar explains, comes from the writings of Vasconcelos, Mexican educator and philosopher, who died in 1959. Vasconcelos had the concept of the Chicanos being a mingling of all peoples, and he named them Totinem. Don Nakayama, a Denverite studying at Stanford University and a summer interne at Empire Magazine, was assigned the story.

La Belle, Thomas J. U.C.L.A. What's Deprived About Being Different? Elementary School Journal, October 1971.

Programs like Head Start have been devised to make amends to these pupils for the deprivation they have supposedly suffered. The question I raise is what is deprived about being different?

The belief that the child who is different is deprived has its perils. There is a danger that teachers who relate to minority groups as if they were culturally deprived may convince pupils with a culturally different background that they are not only deprived, but also inferior.

Compensatory education programs, especially at the pre-primary level, pile on knowledge and skills in short periods of time. The emphasis is placed on changing the child's behavior so that the institution will accept him. The emphasis is not placed on changing the institution to meet the child where he is. The justification for this model is the success that the school is assumed to have in serving pupils from the Anglo majority.

Programs like Head Start have apparently met with frustration. In a heterogeneous society a variety of life styles should be acceptable. In no society should the individual be expected to fit into a mold. Few Blacks or Mexican-Americans desire anything less than an adequate education and a good job. Incidentally, these values are not at variance with the aspirations of the middle-class Anglo. Only equality in education, housing, and employment can speak to the values of the Blacks and the Chicanos.

What would a school that takes cultural differences into account be like? That the school be nongraded and would provide for continous progress without age-in-grade or content-in-grade constraints. Second, the school would be completely integrated ethnically. Third, the school staff would come from different ethnic backgrounds, at least the backgrounds represented by the pupils and ideally many others. Fourth, the school staff would have a thorough knowledge of, and a genuine interest in, the cultural background of the minority groups. Fifth, the school would have available many learning resources that are culturally and linguistically relevant to a particular ethnic group.

Sixth, the school curriculum would have a multicultural bias. Seventh, methods of instruction would be compatible with the ways in which children are accustomed to learn. Eight, and finally, teachers would be bilingual when the language of the minority is not English.

Simply by perceiving minority groups as different rather than deprived we can take a positive step toward more realistic school programs for all pupils. There is nothing deprived about being different.

A quote from Robert Lekachman's review of Gunnar Myrdal's The Challenge of World Poverty: "The values Myrdal has steadfastly held high are human integration and human equality. A good, fully integrated society excludes none of its members from full participation in the larger community by reason of caste, race, religion, or poverty. As the last word implies, equality and integration are closely related aspirations: A nation that countenances extreme poverty in the midst of general affluence judges as inferior the men and women whose fate it refues to improve."

Levine, Harry. Bilingualism: Its Effect on Emotional and Social Development. Journal of Secondary Education, Feb. 1969. Vol. 44, No. 2, pp. 69-73.

Bilingualism may be defined as the use of two languages alternately used by the same person. Maza states flatly that "Language is an index. Where language differences are argued, the real differences will be found in contests about religion, wealth, or power. The conflict for the Spanish-speaking individual does not seem to be with his family, but more nearly a conflict of culture. Perhaps it is because in this region it is likely that Spanish will continue to be the home language of many

people for the simple reason that the Southwest is contiguous to Spanish-speaking Mexico. Often the Spanish-speaking child stands between two worlds, with no definite sense of belonging to either society.

There seems to be some movement toward bilingual education for bilingual children in the public schools, a start having been made in New Mexico, but as yet no results have been published. Whether such bilingual education would have a concomitant, beneficial effect on the social and emotional adjustment of its pupils also remains to be seen.

It is difficult to go far wrong with the Golden Rule. While waiting for reasearch (that may never come), it might be well if we teachers shifted in our point of view from assimilation to acculturation, to valuing the children for what they are, not what we would like them to be. True social and emotional adjustment can't be forced, for as Perry Broz (1961) says, "Violence has never put anything together."

Mestas, Leonard. Money for Migrant Children. Day Care and Child Development Council of America in cooperation with the Colorado Migrant Council, Denver, Colorado.

A compilation of federal funding sources for the children of America's seasonal farm workers.

Modiano, Nancy. Language of Instruction for Beginning Reading. New York University.

To summarize, I have reported on a study of beginning reading for children of linguistic minorities. The results show that:

1. Children who do not speak the national language learn to read it with comprehension more efficiently if they first learn to read in their mother tongue.

2. Ability to communicate with one's students appears to outweigh language (content) or instructional methodology for successful teaching.

3. The more comfortable and less pressured people feel about learning a second language the faster they learn it.

Munguia, Juan C. Rodriguez. List of Testing Materials in English as a Second Language and Spanish. Massachusetts Department of Eudcation, Division of Curriculum and Instruction. Boston, November 1972.

Murillo, Nathan. The Mexican American Family. Paper presented at the Mexican American Seminars, Stanford University, Stanford California, April 3-4, 1970.

I will attempt to describe and discuss today some intercultural conflicts and dynamics, as they apply to the diversity of people found under the rubric of Mexican American and particularly as they relate to the family.

The Mexican American population in the United States is estimated to be between five and six million people. From one third to one half of the Mexican Americans in the Southwest live below the official level of poverty or immediately above it. Most are manual workers earning only the lowest wages. Educational opportunities have been so restricted that this ethnic group is some three to four years or more behind the educational attainment of the general society. At present more than 80 percent of the Mexican American population is urbanized.

There is no stereotype Mexican American family pattern based on one unique traditional culture.

National Center for Educational Communication. Bilingual Early Childhood Program. U.S. Government Printing Office, Washington 1970.

A program designed to meet the language and other needs of Spanish-speaking Mexican-American children ages 3 to 5

National Educational Association. The Invisible Minority. Published by the Department of Rural Education, National Education Association, 1966.

A. Bruce Gaardner: "...the greatest barrier to the Mexican-American child's scholastic achievement ... is that the schools, reflecting the dominant view of the dominant culture, want that child to grow up as another Anglo. This he cannot do except by denying himself and his family and his forebearers, a form of masochism which no society should demand of its children". Dr. Manuel puts it another way: "Ironically the child who enters school with a language deficiency and the cultural deprivation of long-continued poverty is often made unbearably aware of his disadvantages. School is supposed to help him solve these problems; instead it convinces him that they are beyond solution."

Palomares, Uvaldo. IQ Testing - Its Danger to the Chicano Child. California School Boards, November 1971.

Tests, thus, have been and are being used to create slots, to categorize and to label children. Traditionally, lines have been drawn at various points on a scale, and test results have been plotted against that single scale. The basis for any final decision made about a child has been just that one point on the scale; because of it, a slot has been created, and a child set apart. The most harmful of these slots have been those created for the mentally retarded. This harmful effect is particularly true for the Chicano child.

Plakos, John, Director. Report of Survey Findings: Assessment of Needs of Bilingual Education Programs. National Consortia for Bilingual Education. June 1971.

The following objectives constitute the mission of the National Consortia for Bilingual Education:

(1) to systematically assess the major needs of bilingual education programs across the nation which could be partially met through making available a variety of materials; and

(2) to both identify, evaluate, refine, install, and test existing materials and, where necessary, develop new ones for broad dissemination.

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- CHAPTER III -

STATEMENTS, EVALUATION, FOLLOW-THROUGH

The majority of the conference participants learned a great deal about the educational needs of the Mexican American child. Problem areas were discussed and solutions were offered via proven educational approaches. This was also a time for the unveiling of a number of educational innovations which were well received.

The overriding themes of the conference were the need for bilingual education and the urgency of implementing such programs at an early stage in the educational development of the Chicanito.

Everyone that came to participate as well as the many involved in the initial planning, left with a better understanding of the Chicanito's failures and with a better sense of direction for overcoming the educational shortcomings of the Chicanito.

Perhaps Dr. Cecilio Orozco of Highlands University, a workshop leader, summed up 3 days of workshops, general sessions and educational exhibits with these words:

> "Present schooling methods have blocked the door for proper English usage by Mexican American children but understanding teachers hold the key to success."

Conference participants were exposed to the many adversities facing the Chicanito. The majority concurred that so overwhelming are the odds the Chicanito must overcome in the schooling process that those factors uncontrolled by the child lead to almost certain failure especially where apathy and disregard for a bilingual bicultural society prevails. One salient factor brought out again and certainly not unknown to those concerned with the education of the Chicanito was that to be bilingual and bicultural in no way indicated inferiority.

Exposure to problem areas was aimed at sensitizing the participants to the needs of the Chicanito. Yet all was not negative. Much was presented in the way of educational successes and innovations to reflect hope in the attitudes of many of the participants.

PRE-CONFERENCE CORRESPONDENCE

The bulk of the pre-conference correspondence received regarding the upcoming conference dealt primarily with requests for information and registration materials. Most of the correspondence referred to a notice circulated by Mr. Ralph Chavez which received a great deal of exposure and alerted many individuals to the conference.

However, a number of individuals also felt compelled to express some of their concerns and needs with respect to the education of the Chicanito. What follows is a summary of these concerns. Actually, five divisions seem to appear in reviewing the correspondence:

1. The need for research in early childhood education and bilingual education.

2. The importance of early childhood and bilingual education.

3. The implementation of bilingual programs for the Spanish speaking child.

4. Involving the parents in the education of the Spanish speaking child.

5. The utilization of teaching tools in early childhood education.

Dr. Steve Moreno, a prominent evaluation specialist and psychologist from San Diego, strongly suggested in a letter dated June 1st that research be conducted to examine our ideas regarding Early Childhood. On June 13, Samuel E. Miller, the Assistant Regional Director of the Office of Child Development in San Francisco, stated that the importance of early childhood education is supported by research findings that document the fact that 50% of the child's intellectual potential is developed by the time he or she reaches school age and that 75-80% of his intellectual potential is developed by the age of eight. He stressed that importance of particular lifestyles and the child's cultural heritage as it relates to his intellectual development needed to be documented. He pointed out that this could be a function of the National Bilingual Conference.

Arizona Governor Jack Williams (letter May 22, 1972) expressed interest in bilingual programs and pointed out that his own first language was Spanish. He commented of the need for bilingual programs and the handicaps encountered by young Spanish speaking children. Also, he pointed out that because of the diverse cultures and languages in Arizona (Spanish, Indian) we need to make strong determinations in regard to bilingual education.

Weldon P. Shofstall, Arizona Superintendent of Public Instruction (letter May 26, 1972), pointed out that in their recommendations to local schools regarding the improvement of reading, that they made several references to the bilingual problems. These were:

1. Bilingual teachers for bilingual children, if possible.

2. Use older bilingual children to help younger bilingual children.

3. Bilingual aides for bilingual children if necessary.

From eastern New Mexico came a letter (July 20, 1972) from Ed Medina, Head Start Regional Officer, in which he stated that the entire effort was to launch the support of Head Start parents in a meaningful and relevant curriculum which is needed by all Spanish speaking children if they are to become effective members of the society which they choose to live in.

Cecilia Sudia, Research Associate, HEW, Washington, Office of Child Development, (letter June 13, 1972), commented that her concern was for bilingual education as it pertained to Puerto Rican children. Her assumption was that it might differ in detail from that of the Chicanito but that the principles would be the same. Her wish was to collect resources of assistance to the Office of Child Development.

The importance of early childhood education was voiced in the following correspondence:

Representative Morris K. Udall, 2nd District of Arizona, (letter June 28, 1972), expressed strong interest in early childhood education and bilingual education. However, he did not attend the conference; in fact, none of the high ranking political representatives attended.

U.S. Senator Walter F. Mondale, Chairman of the Committee on Equal Educational Opportunity, (letter June 27, 1972), stated that he encouraged increased support for bilingual and early childhood education.

A letter dated July 11, 1972, from Jenny W. Klein, Senior Education Specialist, Office of Child Development, Washington, and in reference to the upcoming conference commented that it was a significant event, especially for those concerned with bilingual/bicultural aspects of early childhood education programs. The Office of Child Development, HEW, expressed pleasure to learn of Head Start's (Tucson) efforts to strengthen these elements in child care and early childhood education programs.

WORKSHOP EVALUATION

The State Head Start Office developed the following evaluative system for judging the success of the individual workshops by participants:

(Possible 24 pts.)

		Average
Outstanding	22-24 pts.	_____
Good	17-21 pts.	_____
Fair	11-16 pts.	_____
Poor	1-10 pts.	_____

The maximum point total was a result of addition of the following individual workshop evaluation forms:

Poor - 1 Fair - 2 Good - 3 Outstanding - 4

I. CONSULTANT

1. Degree consultant seemed enthusiastic about topic: ____
2. Degree you felt the consultant knew his topic: ____
3. Degree to which consultant gave you practical and useful information or skills: ____
4. Degree to which the consultant illustrated or explained the concepts and ideas that were presented: ____

II. CONTENT

1. Degree to which you believe this session has been of value to you: ____
2. Extent that this session has caused you to re-examine (not necessarily change) attitudes which have been of importance to you: ____

TOTAL POSSIBLE POINTS = 24

It should be noted that the majority, although not all, of the workshops were evaluated. Also, the evaluations were conducted on a random basis and therefore not every participant at each workshop was given the opportunity to evaluate. Some of the sessions were repeated because of their popularity. Averages were obtained by dividing the total points given to each individual workshop by the number of evaluations received. Finally, all of the point totals for each of the workshops were added and divided by the total evaluations received resulting in an average figure for all of the sessions. It is significant to point out that the total point average for all of the workshops was in the "good" category.

A listing of all the workshops evaluated is presented here:

	Average
A NEW APPROACH IN BILINGUAL EDUCATION THROUGH MUSIC Arturo Preciado	23.6
FAMILY LIFE AND CHICANO REARING PRACTICES G. Lopez	19.9
PARENT PANEL Rey Perez	20.2
PARENT PANEL Marta Bustamante	16.6
PANEL: NEED FOR BILINGUAL WORKSHOPS FROM PARENTS' POINT OF VIEW Romero, Bustamante, Lugo, Perez	18.9
STEPS TO A BILINGUAL PROGRAM M. Navarette	21.9

TEACHER TRAINING TECHNIQUES Suarez, Ho'o	19.8
STAFF TRAINING AS IT RELATES TO BILINGUAL PROGRAMS A. Flores	13.7
EARLY CHILDHOOD EDUCATION AND THE CHICANITO C. Suarez	19.2
MAS CURRICULUM G. Lopez	20.3
NEW MEXICO'S SILVER CITY BILINGUAL BICULTURAL DEMONSTRATION PROJECT M. Spencer	18.1
CULTURE CENTER Hank Oyama	18.8
ARIZONA'S TUCSON SCHOOL DISTRICT #1 Ed Madrid	22.2
TELEVISION AS A TEACHING TOOL Avila, Aragon, Ochoa, Dulay	18.9
LEGISLATION AS IT AFFECTS CHICANOS Frank Carrasco	16.3
A STUDY ON BILINGUAL BICULTURAL DAY CARE CHILD DEVELOPMENT PROGRAMS FOR CHICANITOS Elia Duran	20.0
THE CHILD DEVELOPMENT CENTER ENVIRONMENT Brieno, Antonia, Ho'o	21.5
STAFFING PATTERNS RELEVANT TO A BILINGUAL PROGRAM Ben Zermeno	22.0
HERENCIA EDUCACIONAL DE CULTURA INDIGENA Juan Hernandez	20.0
CHICANO CULTURAL HIGHLIGHTS AND HISTORICAL PERSPECTIVES Dr. J.M. Buriel	18.1
THE NATION'S FIRST COMPREHENSIVE STATE BILINGUAL EDUCATION LAW E. Mazzone	21.0
RE-EVALUATING RESEARCH THAT AFFECTS MEXICAN-AMERICAN CHILDREN Sudia, Ballesteros	15.7
REACHING THE SMALL CHILD IN HIS NATIVE LANGUAGE Dr. C. Orozco	23.3
LANGUAGE DIFFERENCES Dr. C. Orozco	23.1
ARIZONA SEMINAR Primitivo Romero	17.3
AVERAGE TOTAL	19.82

In addition to the evaluative process presented, a random poll was taken during the three days in an attempt to identify the most critical common needs and concerns of the participants with regard to the education of the Chicano child.

Receiving the highest priority was the extent to which public education today stiffles the culture of the Chicanito. This priority was followed by the need for more Chicano teachers followed closely by the need for increased parent involvement in the Chicanito's education.

The lack of trained personnel was the next concern voiced by the conferees, this being followed by the concern for institutional discrimination and the lack of availability of materials for educating the Chicanito. The latter two concerns were tied in the number of votes received.

The extent to which the language barrier affects the education of the Chicano child was the next concern among the conference participants.

The last concern which was significantly represented was the need for acquiring political support, especially at the local level, for the educational needs of the Chicanito.

POST CONFERENCE PUBLICITY

Pointing out the disinterest and support of the important meeting the overall newspaper coverage even during the conference was definitely lacking. Of the few articles which did appear in the local papers *(Tucson Daily Citizen, Arizona Daily Star)*, the negative was given priority over the positive. A good example of this was the article which appeared the day after Henry Ramirez's keynote address. In this article under the heading "Mexican American Appointee Castigated at Mexican American Parley" it was explained how Mr. Ramirez, Chairman, Cabinet Committee on Opportunities for Spanish Speaking People, was blasted by the conference participants for wasting money on research rather than giving it to community programs. He was also attacked, according to the article, for heading a token and powerless organization.

The significant thing here, however, is that this article received front page coverage whereas the remaining articles dealing with the conference were small and hidden through inside pages.

In another article, "Chicanos' Participation in Politics Recommended", Mexican American Systems' Chairman Marta Bustamante answered Henry Ramirez's charges of the conference being pro-McGovern by saying:

> "We aren't pro-McGovern, pro-Nixon, or pro-anybody. What we want is Chicano control over the education of our children. That's all."

This statement by Marta Bustamante was in line with the underlying theme of the conference - Chicano control along with bilingual education.

In another report, Miguel Navarrette of the California Department of Education Bilingual Task Force, told the conference participants that Chicanos needed to become active in politics and gain control of their children's education if the "deprivation model" for Head Start programs was to be overturned. The "deprivation theory" holds that minority children are educationally inferior to a white-middle class pre-school norm because their environment is not "educationally stimulating". He went on to say that Chicanos must gain control since the Anglo has fared so poorly adding that the alternative and salvation is bilingual-bicultural education.

Some of the conference participants expressed disappointment in the assembly's focus on Chicano educational problems to which Navarrette responded:

> "We are only concerned that Chicano children are not making it in school. We aren't experts on blacks, middle-class whites or anyone else."

Another release stated that "Chicanitos are taught in the home to obey their teachers and that it is wrong to disagree. Our children are taught that the teacher is supreme and cannot be wrong. The parents feel that if there is trouble that it must be on the part of the child.

"For this reason it is very important that Anglo teachers understand the culture of the Mexican American child. The obedience factor can be turned into a positive or a negative thing."

FOLLOW-THROUGH

An interesting "after-effect" to the conference was seen in November when a series of resolutions were drafted at a convention held in Atlanta, Georgia, in November 1972, and sponsored by the National Association for the Education of Young Children. Before presenting the resolutions, it is of great importance to point out and discuss briefly a bit of correspondence which very probably influenced the drafting of the resolutions.

In a letter to Mrs. Georgiana Engstrom, editor of the periodical Young Children, Mr. James Schuller, the Assistant State Training Officer, expressed great concern to a pervious letter of July 17 in which was stated that no one representing the National Association for the Education of Young Children would be attending the National Bilingual Conference in Tucson.

Mr. Schuller pointed out that if NAYEC was indeed an organization concerned with the educational needs of all children that it should make itself aware of as many vital issues and current trends as possible. There had apparently been some disagreement prior to this, specifically at the NAEYC National Conference in Minneapolis, as to whether NAYEC did in fact represent all groups and backgrounds. Mr. Schuller's point was in reference to this and an apparent lack of concern on the part of NAYEC.

A reply to Mr. Schuller's letter was received shortly from Milton E. Akers, Executive Director of NAEYC explaining that the reason why an NAEYC representative would not attend the National Bilingual Conference was that their professional staff was quite small and there had been a key resignation plus another staff member on vacation leaving no one available to attend. However, he did communicate that perhaps a local representative (Tucson) might attend which in fact did occur.

In any case the point made by Mr. Schuller was well made and Mr. Akers pointed out that it was not a lack of concern which prevented their attendance. He again stressed this point by saying that their concern for bilingual education would be evidenced at some of the presentations to be offered at the NAEYC Convention in Atlanta, Georgia, November 15-18.

Reviewing some of the resolutions which were submitted by the Chicano Caucus at this convention it appears a great deal of concern was manifested with respect toward the education of the Chicano child. Summarizing some of these resolutions can best demonstrate this.

Resolution #11 called for an immediate creation of a Chicano Caucus as a working body with all rights and privileges of an NAEYC Commission. Further, it urged and requested the task of providing all input to NAEYC regarding the educational needs of the multilingual - multicultural child.

Resolution #12, in continuation, appealed to NAEYC to reaffirm its commitment to the acceptance of the enriching diversities which the multilingual-multicultural child brings with him to the classrooms. In line with this resolution it called for the production of additional action oriented programs dealing with the needs of the multilingual-multicultural child at its convention in Seattle and in all subsequent conventions. Additionally, Resolution #12 called for NAEYC to request Congress to adopt and implement legislation providing more funds for multilingual multicultural educational programs with specific emphasis on long term and on-going teacher training.

Resolution #13 urged NAEYC to take immediate action to increase representation and participation of Chicanos on all levels of this organization, local, state and national. It requested the Executive Director of NAEYC to formulate an action plan to implement these efforts utilizing the resources of the national office. It also called for all NAEYC affiliate groups to take immediate steps to recruit Chicanos in those communities where they live and work and that the membership of all standing committees and commissions be reviewed and where under-representation of Chicanos should occur, effort be made to correct that imbalance.

Resolution #14 pointed out the deplorable lack of Chicano conferees at the convention and calling for rectification in this respect relative to the 1973 NAEYC Convention. Further, it called for NAEYC to make budget provisions to allow interested Chicanos from the community to participate as conferres in the convention program and that speakers and leaders be encouraged to make bilingual presentations.

In retrospect it appears that the Chicano Caucus did voice some rather strong and pertinent resolutions. Also, it seems within the realm of credibility that as a result of the concerns voiced by numerous individuals, in particular James Schuller and Ralph Chavez of Head Start as well as some of the MAS leaders, NAEYC found itself under heavy pressure to push for changes in its role with respect to the Chicano child. In general, the criticism called for more Chicano representation in NAEYC at all levels, therefore recognizing the positive contribution which Chicano leaders could make. More funding to realize this also was urged by the Chicano Caucus in Atlanta calling for NAEYC to assume a more active role in soliciting these funds.